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ABSTRACT

In October 1990, 223 delegates from 22 nations of Southeast Asia and the South Pacific met in Australia to discuss plans and strategies for achieving universal education in the region. To inform planning and action, the conference defined five groups of people for whom universal education is a priority: indigenous people and minorities, people in poverty, people in remote areas, people with disabilities, and women and girls. This report contains summaries of 25 workshops and 25 round table discussions that examined education for each of these groups from the standpoint of access and equity, curriculum and professional development, literacy, elementary education, and the school/work interface and continuing education. These sessions included descriptions of how various countries are addressing each of these issues, and recommendations for further action. Appendices contain background information on the region; proposed areas for cooperative action; conference organization; highlights of country reports; Australia's national literacy strategy; conference participants; and the opening address. Outlines of objectives, inputs, outcomes, indicators of progress, and constraints for strategies in the following areas of concern are presented in tables: early childhood interventions for literacy, improvements in elementary school literacy and numeracy, functional literacy to generate income, literacy education for women, literacy and numeracy for disabled adolescents and adults, development of educational materials for literacy in the mother tongue, provision of technology for literacy in remote areas, producing learning materials for literacy, and training teachers and personnel for literacy. (SV)

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SOUTH EAST ASIA AND SOUTH PACIFIC SUB-REGIONAL CONFERENCE

CONFERENCE REPORT

EDUCATION FOR ALL

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Darwin Australia 14 - 19 October 1990

EDUCATION FOR ALL

SOUTH EAST ASIA AND SOUTH PACIFIC SUB–REGIONAL CONFERENCE

DARWIN
NORTHERN TERRITORY
AUSTRALIA

14 – 19 OCTOBER 1990

CONFERENCE REPORT

Edited by Dr Brian Devlin

Northern Territory Department of Education
Darwin 1991

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Introduction

(A note to conference delegates)

I hope you will forgive me if I talk to you as a person rather than hiding behind the report as if I were invisible. It is not an attempt to draw attention to myself or to 'grandstand', but since so many people have taken the floor at this conference and spoken in a wonderfully direct and honest way about their lives, fears, hopes, problems, programs, teaching, research and dreams, I want to take this opportunity as conference rapporteur to say that you were heard.

You wanted this conference to be real. I think it was. When you packed your bags and said goodbye to your friends and family, you probably did so in the belief that speaking at such a conference could make a difference. I think it did. The final test, of course, will be the actions and changes which flow on from here.

Mr Paula Bloomfield (Tonga) spoke about bringing down the walls that divide us. If it is possible to bring down the Berlin wall, brick by brick, then surely it is possible for us to pull down the walls – visible and invisible – that separate us. Although part of the wall remains, many bricks were removed during the conference.

One of the ways we found to communicate, despite the differences that separate us, was to use appropriate metaphors and images. For example, the Yolngu (Aboriginal) educators from Yirrkala used the term *garma* to convey the idea of Western knowledge flowing in from the sea with the incoming tide, and Yolngu knowledge bubbling up from deep springs in the land. Where and when the salt water and fresh water mingle, they produce foam and brackish water. This metaphor integrates old and new, Aboriginal and non-Aboriginal, fresh and salty, sea and land, past and future, changing and being changed.

While this report cannot hope to capture all the ideas and images that were put forward at the conference, its writers have aimed to include: summaries of presentations, discussions and case study visits, the Australian and sub-regional action plans and conference resolutions.

The true test of the value of this report, however, will be the extent to which its words are effectively put into actions.

B C Devlin

Conference Rapporteur

Background

The Asia-Pacific Programme of Education For All (APPEAL) was launched on 4 November 1986 to commemorate the 40th anniversary of UNESCO.

APPEAL's basic objectives are to eliminate illiteracy, to attain universal primary education and to promote continuing education. In an effort to achieve these objectives, APPEAL endeavours to strengthen the capability of each nation in the Asia-Pacific region and to foster regional cooperation.

Prior to the World Conference held in Jomtien, Thailand, in March 1990, the Australian National Commission for UNESCO considered the desirability of holding a follow-up conference in Australia to develop a National Education For All Action Plan and so a proposal was developed.

When the scope of the proposal became clear, it was apparent that many of the possible themes and priorities were not confined to Australia. The Commission asked that the plan also take into account the possibility of joining with the South East Asia and Pacific Sub-Region to consider possible areas of mutual interest.

A draft proposal was developed and circulated during the Jomtien conference. This was considered at a meeting of members from Sub-Regional National Commissions immediately after the conference.

Following a positive response from the sub-regional members represented at Jomtien and confirmation of Australia's willingness to act as host, a sub-regional planning group – comprising nominees from UNESCO's Principal Regional Office in Bangkok and the office for the Pacific states in Apia, as well as individuals from the Pacific, South East Asia and Australia – was established to plan and implement the conference in accordance with the

World Declaration on Education For All and the *Framework for Action to Meet Basic Learning Needs* as agreed at Jomtien.

Sub-Regional Reference Committee meetings were held on 15 and 18 June 1990 in conjunction with UNESCO's Fifth High Level Consultation of Pacific States Educators. Sub-Regional Committee members present included: Mr Geoff Spring (Chair), Mr Paula Bloomfield (Tonga), Dr Leonardo de la Cruz (UNESCO Bangkok), Dr Greg Hancock (AIDAB), Mr Peter Higginson (UNESCO Apia) and Professor Dr Moegiadi (Indonesia). During three and a half hours of meetings the members planned many aspects of the Education For All Conference including clarification of the boundaries of the South East Asia and South Pacific Sub-Region and topics which might be emphasised during the conference.

Opening Ceremony

Delegates to the conference were given a traditional Aboriginal welcome by members of the Yothu Yindi band who sang and danced to the accompaniment of clapsticks and didgeridoos. This welcoming ceremony included a song celebrating the Djan'kawu sisters who travelled across North-East Arnhem Land long ago, distributing knowledge and culture to the people, and assigning them to their clan groups.

The theme of traditional knowledge was then developed by Mr Mandawuy Yunupingu in his welcoming address to the conference participants. What Aboriginal people were searching for now, he said, was an authentic pedagogy which respected Aboriginal culture, processes and content.

Ms Julie McLeod, from Casuarina Secondary College, continued the welcome to visitors with a recital of Oodgerie Nunuccal's poetry.

Mr Tom Harris, Minister for Education in the Northern Territory, then officially welcomed all delegates to Darwin and to the conference. It was important, he said, to work through forums such as this to find common ground since there were many issues to be confronted. Mr Harris pointed out that he had recently concluded an extensive process of consultation with Aboriginal people, which had involved more than 36 000 kilometres of travel. His aim had been to identify Aboriginal perceptions of what the problems were without recourse to experts and other well-meaning individuals who purported to speak on their behalf. His findings were set out in a report entitled *Talking is not Enough* which had just been released for public discussion and comment. (For the text of the Minister's speech please refer to Appendix 1.)

Dr Namtip Aksornkool welcomed all delegates on behalf of UNESCO's Principal Regional Office for Education in Asia and the Pacific. She urged participants to 'make it work this

time around, so that in the twenty-first century "education for all" could become a reality'. She said that UNESCO was grateful to the Australian Government, through its National Commission for UNESCO and the Northern Territory Department of Education, for having the initiative to organise this conference as a follow-up to the World Conference on Education For All, which had taken place seven months earlier, in Jomtien, Thailand.

She reminded everyone present that they had a role to play in contributing towards the plan of action which would serve as a guide for the Asia-Pacific region over the next decade. What was required was a collective effort, aimed at making meaningful education possible for each disadvantaged individual in our countries, be they female, disabled, a member of an ethnic minority, urban slum dweller or refugee.

More than 600 million people in Asia and the Pacific are still illiterate. At the same time, there are more than 66 million school-age children in twenty-five developing countries in Asia and the Pacific, who are not enrolled in school. Faced with such challenging figures, our determination to come up with a sound plan for a major breakthrough in education for all becomes all the more significant.

Dr Kenneth Chan, Secretary, Australian National Commission for UNESCO, welcomed the delegates on behalf of Dr Richard Walsh, Chairman of the Australian National Commission for UNESCO.

Dr Chan said that this sub-regional conference was one to which the National Commission attached great importance. It had involved the work of many people, at both the State and Federal level in Australia. The conference's principal architect was Mr Geoff Spring, Secretary of the Northern Territory Department of Education and a member of the Australian National Commission for UNESCO. He and his staff in the Northern Territory Department of Education, and the Northern Territory Planning Committee, had borne the brunt of the organisational work which had enabled this conference to be held. He had assistance and

support from several Commonwealth Government departments, especially the Department of Employment, Education and Training, the Australian International Development Assistance Bureau and the Department of Foreign Affairs and Trade as well as from other Northern Territory institutions. UNESCO, through its Paris headquarters and its Bangkok and Apia Regional Offices, had also given strong support. The National Commission expressed its thanks to all those who had contributed their efforts to ensuring this conference would take place.

He said the Commission was confident that the conference would fulfil its principal objectives and he underlined the need for the resources and budget of UNESCO to be channelled to the Asia–Pacific region. The Commission was encouraged by increased assistance from the Apia Office and they welcomed the support of Dr Aksornkool, the UNESCO representative at the conference.

Dr Chan emphasised that the International Year of Literacy has seen a greater concentration on how one can come to grips with illiteracy and work together to deliver more effective programs in basic education. Drawing up plans of action is one step in the fight to promote literacy and improve the quality of education.

In his opening address, the Chairman of the Conference Organising Committee, Mr Geoff Spring, reminded delegates that they represented over two billion people. This placed a very heavy responsibility on the conference.

One of the main aims of the conference was to prepare Action Plans and practical strategies to make a significant difference in improving the overall level of basic education for the target groups of children and adults during the next ten years. He emphasised that the conference was a working conference of practitioners at all levels of education including senior administrators, policy advisors, teachers, adult educators, tertiary educators, advisors and students.

Mr Spring thanked participants on behalf of the organising committees for responding so well to the request that all should volunteer to play a role in the conference either as speakers, presenters, session chairs, rapporteurs or providers of case studies. The response had been overwhelming, with well over 90 per cent of the conference agreeing to participate actively. Few conferences in recent years have achieved such a high level of direct involvement from participants.

In closing his opening address, Mr Spring paid tribute to the sponsors of the World Conference on Education For All at Jomtien (United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Development Program (UNDP), United Nations Children's Fund (UNICEF) and the World Bank) and to the major sponsors of this sub-regional conference – UNESCO, Department of Employment, Education and Training (DEET), Australian International Development Assistance Bureau (AIDAB), International Literacy Year (ILY), the Northern Territory Government, Ansett Airlines of Australia and the Beaufort Centre – as well as to the various governments and institutions who sponsored their own participants.

The Hon Mr Warren Snowdon, MP, presented the opening keynote address on behalf of the Hon Mr John Dawkins, Minister of the Commonwealth Department of Employment, Education and Training. This address focused on the Australian Government's response to the United Nation's aim to eradicate illiteracy by the year 2000. Australia, through the ILY program, had been an associate sponsor of the World Conference on Education For All in Jomtien, Thailand.

Common goals, leading towards a national curriculum framework on literacy, have been agreed to by Federal, State and Territory ministers. An annual national report on schooling is being produced.

Strategies which address the issue of equity and social justice for Aboriginal and Torres

Strait Islander people – and which are aimed at ensuring the maintenance of their languages, culture and tradition whilst providing their right to self-determination and self-management – include the following

- over $200 million targeted specifically for the education of Aboriginal children of compulsory school age including homeland (outstation) communities – the Federal Government has contributed $50 million and the Northern Territory Government $150 million
- a $3 million package through the Aboriginal Student Support and Parental Awareness program for employment and training strategies
- over $8 million has been set aside since 1985 for capital works at Batchelor College and a projected $3 million is to be spent on funding student placements by 1992
- support for the Institute for Aboriginal Development in Alice Springs.

As literacy is of paramount importance in giving people access to democratic rights within our society, the Federal Government has supported ILY and associated literacy issues by contributing over $5 million to the 1989/90 ILY budget, with specific support through the Consultative Council for ILY, in an effort to achieve the following goals

- recognition of the value of reading and writing
- enhanced school literacy programs
- expanded learning provision
- improved quality of adult literacy provision
- greater public awareness and participation
- international and regional awareness and activities
- promotion of plain English
- effective links between education sectors.

Over 40 strategic national and international projects have been funded through ILY initiatives. These projects provide funding for educational programs and education providers through

- preschool, compulsory school, post-school and adult programs
- implementation of literacy programs across many curricular areas
- application to many ethnic and language groups
- involvement with many South East Asian countries
- utilisation of a wide range of audiovisual and technological aids.

Coupling of ILY goals to award restructuring and industry needs has been an additional focus of the Government's initiatives.

In conclusion, the Hon Mr Snowdon wished conference participants well in their deliberations.

Program

SUNDAY 14 OCTOBER 1990

1200–1800 **REGISTRATION**

1800 **WELCOMING RECEPTION**
Hosted by the Northern Territory Department of Education

1930 **TRADITIONAL WELCOME**
Traditional music and dancing
Yothu Yindi Band

Mr Mandawuy Yunupingu
Principal, Yirrkala Community Education Centre

Poetry with didgeridoo

2010 **OPENING ADDRESS**

The Hon Tom Harris, MLA
Minister for Education, the Arts and Cultural Affairs, Northern Territory

Dr Namtip Aksornkool
UNESCO Principal Regional Office for Asia and the Pacific

Dr Kenneth Chan
Australian National Commission for UNESCO

Mr Geoff Spring
Conference Chairman; Secretary, Northern Territory Department of Education

2040 **KEYNOTE ADDRESS**

'Education For All': Literacy in Australia beyond 2000

The Hon Warren Snowdon, MP
The Federal Parliamentary Secretary to the Minister for Transport and Communication representing the Federal Minister for Employment, Education and Training

2100 **Yothu Yindi Band**

2145 **Conclusion of Opening Ceremony**

Master of Ceremonies: Mr Chris Makepeace
Northern Territory Department of Education

MONDAY 15 OCTOBER 1990

0800–0830 Registration continued

0845 **THEME 1 PLENARY ADDRESS**
Providing Education For All Indigenous People and Minorities
(followed by question and answer session)

Keynote Speakers: Dr Roberta Sykes, Executive Officer
Black Women's Action in Education Foundation, Sydney

Mr Isaac Brown, Director, Centre for Aboriginal and Islander Studies, Northern Territory University, Darwinn

Chair: Mr Sefulu Ioane, Director,
Pacific Islands Educational Resource Centre, Auckland

Rapporteur: Mr Aleki Silao, Acting Deputy Manager,
Ministry of Education, Rotorua

1000 Morning Tea

1030 **THEME 2 PLENARY ADDRESS**
Providing Education For All People in Poverty
(followed by question and answer session)

Keynote Speakers: Father Miguel Ma. Varela SJ, President, Association for Non-Traditional Education in the Philippines, Manila, Philippines

Dr Kenneth Ross, Reader, Faculty of Science, Deakin University, Geelong

Chair: Ms Anne Hickling-Hudson, Lecturer, Department of Education Studies, Queensland University of Technology, Brisbane

Rapporteur: Dr John Ainley, Senior Research Fellow,
Australian Council for Educational Research

1145 Plenary explanation of conference program – Mr Chris Sharpe,
Conference Program Director

1215 Lunch

MONDAY 15 OCTOBER 1990

1315 **WORKSHOP PROGRAM SESSION 1**

Theme/strand groups:

Access and equity programs for indigenous people and minorities

Australia's National Aboriginal and Torres Strait Islander Education Policy
Ms Davina Woods, Aboriginal Education Coordinator,
Australian Teachers' Federation

The National Aboriginal Education Policy in Higher Education: access and equity in action, or federal socialism or assimilation?

Mr Lindsay Croft, President, Student Council,
University of Canberra

Promises and practices: minority language rights in the Australian Territory of the Cocos (Keeling) Islands

Ms Pauline Bunce, Teacher, Sekolah Menengah Sultan Hassan,
Temburong, Brunei Darussalam

Chair: Mr Darryl Pearce, Director
Institute for Aboriginal Development, Alice Springs

Rapporteur: Mr Paul Polotnianka, Head of School of Vocational Studies,
Institute of TAFE, Northern Territory University, Darwin

Curriculum and professional development programs for people in poverty

Education for Life: Tuvalu's action plan to appease poverty
Dr Iftikhar Ayaz, Education Adviser, Ministry of Health, Education
and Community Affairs, Tuvalu

Recent UNESCO initiatives in training the trainers in difficult educational contexts
Dr Brian Devlin, Senior Lecturer, Faculty of Education,
Northern Territory University, Darwin

Chair: Mr Peter Baki, Assistant Secretary, Curriculum and
Development, Department of Education, Papua New Guinea

Rapporteur: Mr Paul Bubb, Education Officer (Bilingual Education),
Northern Territory Department of Education, Darwin

MONDAY 15 OCTOBER 1990

Literacy strategies for people in remote areas

Literacy in English for beginning Aboriginal readers in homeland centres
Ms Pat Beattie, Education Officer (Outstation Materials), Northern Territory Department of Education, Darwin

The Rotary Literacy in Thailand Project
Dr Saowalak Rattanavich, Associate Professor, Curriculum and Instruction Department, Faculty of Education, Srinakharinwirot University, Bangkok; and

Dr Richard Walker, Member
National Consultative Council for International Literacy Year

Chair: Mr Nicholas Levy, Principal Project Officer and National Coordinator – APPEAL, Education Department, Western Samoa

Rapporteur: Mr John Dwyer, Chief Inspector, Department of Education, Queensland

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Primary education strategies for people with disabilities

Neurological damage and its effects on learning
Dr Simon Haskell, Dean, Faculty of Special Education and Disability Studies, Victoria College, Melbourne

Education for people with disabilities in the Cook Islands and Fiji – developing models
Ms Penny Price, Lecturer, Special Education, Macquarie University, Sydney

Chair: Madam Apsah Majid, Principal, DPM Al-Muhtadee College, Department of Schools, Brunei Darussalam

Rapporteur: Ms Susan Bradley, Executive Councillor, Disability Advisory Council of Australia, Darwin

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School/work interface and continuing education strategies for women and girls

Supporting transition of young women from school to employment
Ms Jan Grigor, Assistant Director, Education for Girls, Department of Employment, Education and Training, Canberra

Strategies for promoting successful transition from school to work
Ms Judy McNamara, Assistant Director, Employment and Training, Department of Employment, Education and Training, Darwin

MONDAY 15 OCTOBER 1990

Chair: Mrs Edna Tait, Principal, Tikipunga High School, Whangarei (Member, New Zealand National Commission for UNESCO)

Rapporteur: Ms Heather Sjoberg, Acting Assistant Principal, Dripstone High School, Darwin

Time permitting, workshop participants could choose to

- *review pre-conference action plan drafts*
- *make recommendations for consideration by drafting committees.*

1500 Rapporteurs summarised workshop proceedings.

1515 Afternoon Tea

1545 **THEME 3 PLENARY ADDRESS**
Providing Education For All People in Remote Areas
(followed by question and answer session)

Keynote Speakers: Mr Paula Bloomfield, Director of Education, Tonga

Professor Dr Hasan Walinono, Director-General, Primary and Secondary Education, Indonesia

Chair: Mr Betuel Peril, Deputy Secretary, Department of Education, Papua New Guinea

Rapporteur: Mr John Steinle, Member, International Literacy Year Implementation Working Group

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1700 CLOSE

Summaries of proceedings from Theme 1, 2 and 3 Plenary Addresses and Workshop Program 1 were available to all participants at the beginning of Tuesday's program for inclusion in personal resource files.

TUESDAY 16 OCTOBER 1990

0830 **THEME 4 PLENARY ADDRESS**
Providing Education For All People with Disabilities
(followed by question and answer session)

Keynote Speakers: Mr Abu Saim Bin Daud/Daot, Assistant Director II, Special Education Unit, Special Secondary School for the Blind, Kuala Lumpur, Malaysia

Professor John Elkins, Director, Schonell Special Education Research Centre, University of Queensland, Brisbane

Chair: Professor Paul Berry, Chairman, Academic Board, James Cook University, Townsville

Rapporteur: Ms Penny Price, Lecturer in Special Education, Macquarie University, Sydney

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0945 Morning Tea

1015 **WORKSHOP PROGRAM SESSION 2**

Theme/strand groups:

Curriculum and professional development programs for indigenous people and minorities

The introduction of a bilingual program – cohesion or division?
Dr Marilyn McMeniman, Senior Lecturer, Griffith University, Brisbane

Tertiary education for all: the challenge from Aboriginal Australia
College staff & students, Batchelor College, Batchelor, NT

Chair: Dr Mary Ann Bin-Sallik, Head of School, ASTEC, South Australia College of Advanced Education, Adelaide

Rapporteur: Mr Emitai Boladuadua, Acting Deputy Secretary for Education, Ministry of Education, Fiji

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Literacy strategies for people in poverty

Framework for a Phillipines Education For All Action Plan
Mr Ramon Bacani, Assistant Secretary, Department of Education, Culture and Sports, Phillipines

The Melanesian Literacy Project – strategies in women's literacy in Vanuatu
Ms Roslyn McDonald, Education Officer, World Vision Australia

TUESDAY 16 OCTOBER 1990

Chair: Mr Hoy-Pick Lim, President, Asia and South Pacific Bureau of Adult Education, Singapore

Rapporteur: Ms Vivienne Hayward, Principal Education Officer (English), Northern Territory Department of Education, Darwin

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Primary education strategies for people in remote areas

The Tri-State Project – establishing cooperative services
Mr Geoffrey Iverson, Coordinator, Tri-State Project, Alice Springs

Servicing the homeland communities
Mr Arch Crawford, Senior Education Officer (Aboriginal Outstations), Northern Territory Department of Education, Darwin

School non-attendance of Aboriginal students: whose problem?
Mr David Parish, Assistant Superintendent, Darwin Aboriginal Schools, Northern Territory Department of Education, Darwin

Chair: Mr Neil Mackenzie, Senior Education Officer (English), Northern Territory Department of Education, Darwin

Rapporteur: Mr David Patterson, Head, Policy and Planning Branch, Board of Studies, New South Wales

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School/work interface and continuing education strategies for people with disabilities

Students with special needs: learning disabilities
Mr Tony Watson, Associate, Professor and Dean, Faculty of Adult Education, University of Technology, Sydney

Aboriginal students' hearing loss as an inhibitor of work skills
Mr Damien Howard, Adviser in Behaviour Management, Northern Territory Department of Education, Darwin

Chair: Ms Cristine Treneman, Executive Member, New South Wales Teachers' Federation

Rapporteur: Mr Roland Stuart, Senior Mobility and Orientation Instructor, Guide Dogs Association of South Australia and the Northern Territory

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TUESDAY 16 OCTOBER 1990

Access and equity programs for women and girls

Education for girls in secondary years of schooling
Mrs Edna Tait, Principal, Tikipunga High School, Whangarei
(Member, New Zealand National Commission for UNESCO)

Encouraging women and girls from non-English speaking backgrounds to fully participate in work and continuing education
Ms Margaret Orwin, Research Officer, Northern Territory Department of Community Services, Darwin

Educating women for public life: a New Zealand perspective
Dr Wilhelmina Drummond, Senior Lecturer in Education, Massey University, Palmerston North, New Zealand

Chair: Ms Beverley Richardson, Director of Student Services, Department of Education, Tasmania

Rapporteur: Mr Paul Polotnianka, Head, School of Vocational Studies, Institute of TAFE, Northern Territory University, Darwin

Time permitting, workshop participants could choose to
- *review pre-conference action plan drafts*
- *make recommendations for consideration by drafting committees.*

1200 Rapporteurs summarised workshop proceedings.

1215 Lunch

1315 **THEME 5 PLENARY ADDRESS**
Providing Education For All Women and Girls
(followed by question and answer session)

Keynote Speakers: Dr Namtip Aksornkool, Program Specialist, Literacy Training, Research and Development, UNESCO Principal Regional Office for Asia and the Pacific, Bangkok, Thailand

Ms Miriama Evans, Manager, Te Ohu Whakatupu, Ministry for Women's Affairs, New Zealand

Chair: Dr Anne Butorac, Senior Consultant (Equity), Ministry of Education, Western Australia

Rapporteur: Ms Nicole Gilding, Assistant Director – Programs, Department of Employment and TAFE, South Australia

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1430 Afternoon Tea

TUESDAY 16 OCTOBER 1990

1500 **WORKSHOP PROGRAM SESSION 3**

Theme/strand groups:

Literacy strategies for indigenous people and minorities

Australia's indigenous people's participation in higher education
Dr Mary Ann Bin-Sallik, Head of School, ASTEC, South Australia College of Advanced Education, Adelaide

Reading and writing are not enough
Mr Glyn John, Acting Deputy Director, Centre for Applied Linguistics and Language, Griffith University, Brisbane

Chair: Ms Carol Willie, Aboriginal and Islander Consultative Education Group (AICEG) Convenor, Catholic Education Office, Rockhampton

Rapporteur: Mr John Dwyer, Chief Inspector, Department of Education, Brisbane

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Primary education strategies for people in poverty

Poverty in relation to access and equity and primary education
Mr Aleki Silao, Acting Deputy Manager, Ministry of Education Rotorua, New Zealand

The plight of Aboriginal people in education
Ms Isabelle Proctor, Manager, Aboriginal Planning, Ministry of Education, Western Australia

Chair: Father Miguel Ma. Varela SJ, President, Association for Non-Traditional Education in the Phillipines

Rapporteur: Ms Leonie Jones, Senior Education Officer (Aboriginal Curriculum Unit), NT Department of Education, Darwin

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School/work interface and continuing education strategies for people in remote areas

Caring for deprived groups of community: the Indonesian scenery
Dr Benny Suprapto, Director for Technical and Vocational Education, Ministry of Education and Culture, Indonesia

Meeting secondary-aged and adult learners' needs through Community Education Centres
Ms Margaret Culmsee, Project Officer, Community Education Centres, Northern Territory Department of Education, Darwin

TUESDAY 16 OCTOBER 1990

Chair: Mr Neil Mackenzie, Senior Education Officer (English), Northern Territory Department of Education, Darwin

Rapporteur: Mr Bill McGrath, Superintendent TAFE, Distance Education Branch, Northern Territory Department of Education, Darwin

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Access and equity programs for people with disabilities

Family and disability
Professor Paul Berry, Chairman, Academic Board, James Cook University of North Queensland, Townsville

Mainstreaming
Mr Abu Saim Bin Daud/Daot, Assistant Director II, Special Education Unit, Special Secondary School for the Blind, Kuala Lumpur, Malaysia

Chair: Ms Penny Price, Lecturer in Special Education, Macquarie University, Sydney

Rapporteur: Mr Tony Watson, Associate Professor and Dean, Faculty of Adult Education, University of Technology, Sydney

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Curriculum and professional development programs for women and girls

Curriculum and professional development – rhetoric to reality
Ms Bronwyn Campbell, Senior Education Officer, Cultural Equity, Department of Education, Queensland

Why females only?
Ms Lesley Horn, Programs Development Officer, Office of Equal Opportunity, Northern Territory Department of Labour and Administrative Services, Darwin

Aboriginal women in business
Ms Cheryl Ahoy, Consultant, Goorie Mabul, Media, Education and Management Consultants, Armidale, New South Wales

Chair: Ms Carol Sowden, Assistant General Manager, Education for Girls, Ministry of Education, Victoria

Rapporteur: Dr Anne Butorac, Senior Consultant (Equity), Ministry of Education, Western Australia

Time permitting, workshop participants could choose to
- *review pre-conference action plan drafts*
- *make recommendations for consideration by drafting committees.*

TUESDAY 16 OCTOBER 1990

1645 Rapporteurs summarised workshop proceedings.

Summaries of proceedings from Theme 4 and 5 Plenary Addresses and Workshop Programs 2 and 3 were available to all participants at the beginning of Wednesday's program for inclusion in personal resource files.

1800–1930 ADMINISTRATOR'S RECEPTION

GOVERNMENT HOUSE

WEDNESDAY 17 OCTOBER 1990

0830 **WORKSHOP PROGRAM SESSION 4**
Theme/strand groups:

Primary education strategies for indigenous people and minorities

Hearing loss, language and learning in Aboriginal children
Ms Anne Lowell, Doctoral Scholar,
Menzies School of Health Research, Darwin

Education for cultural development
Dr Bob Teasdale, Senior Lecturer in Education,
Flinders University, Adelaide

Independent schooling: the Yipirinya experience
Mr Kevin Buzzacott, Director, Yipirinya School, Alice Springs

Chair: Mr George Small, Senior Consultant, Aboriginal Curriculum Unit, Department of Education, South Australia

Rapporteur: Mr Leon White, Acting Assistant Principal, Yirrkala Community Education Centre, Northern Territory

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School/work interface and continuing education strategies for people in poverty

Aboriginal people, substance misuse and education – the work of the Council of Aboriginal Alcohol Program Services (CAAPS)
Ms Wendy Eccleston, Coordinator, CAAPS,
Gordon Symons Centre, Darwin

New visions behind closed doors
Ms Susan Campbell, Prison Education Coordinator,
Northern Territory Department of Education, Darwin

Chair: Ms Beverley Richardson, Director of Student Services, Department of Education, Tasmania

Rapporteur: Mr Graham Benjamin, Superintendent (Equal Opportunities), Northern Territory Department of Education, Darwin

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Access and equity programs for people in remote areas

Making education more relevant – a Papua New Guinea perspective
Mr Peter Baki, Assistant Secretary Curriculum and Development,
Department of Education, Papua New Guinea

Isolated Children's Parents' Association perspective on the provision of primary and secondary education to people living in remote areas
Mrs Pat Elliott, Northern Territory State President and Federal Councillor, Isolated Children's Parents' Association

WEDNESDAY 17 OCTOBER 1990

Professional support systems for primary school teachers and student active learning: the Indonesian experience in improving the quality of teaching and learning practices

Professor Dr Moegiadi, Secretary, Office of Education and Cultural Development, Ministry of Education, Indonesia

Chair: Mr Michael Bradley, President, Northern Territory Teachers' Federation

Rapporteur: Mr Rex Horoi, Director of Education, Solomon Islands Institute of Higher Education

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Curriculum and professional development programs for people with disabilities

Education for all – the role of assessment and certification

Mr Rod Grosvenor, Secretary, Schools' Board of Tasmania

Historical perspectives of Special Education and its relevance in developing countries

Dr Simon Haskell, Dean, Faculty of Special Education and Disability Studies, Victoria College, Melbourne

Chair: Madam Datin Hajah Misli binti Haji Awang, Director of Planning, Research and Development, Ministry of Education, Brunei Darussalam

Rapporteur: Mr Doug McGufficke, Principal Education Officer, Professional & Career Development, Northern Territory Department of Education, Darwin

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Literacy strategies for women and girls

Fostering literacy for all women and girls

Professor Frances Christie, Faculty of Education, Northern Territory University, Darwin

Chair: Miss Cecil Nielson, Principal Education Officer (Teaching English as a Second Language), Northern Territory Department of Education, Darwin

Rapporteur: Ms Pat Beattie, Education Officer (Outstation Materials), Northern Territory Department of Education, Darwin

Time permitting, workshop participants could choose to

- *review pre-conference action plan drafts*
- *make recommendations for consideration by drafting committees.*

WEDNESDAY 17 OCTOBER 1990

1015 Rapporteurs summarised workshop proceedings.

1030 Morning Tea

1100 **WORKSHOP PROGRAM SESSION 5**

The following two theme/strand groups combined

School/work interface and continuing education strategies for indigenous people and minorities

Curriculum and professional development programs for people in remote areas

Meeting the challenge in Western New South Wales: providing an appropriate curriculum for students and dynamic professional development for staff
Mr Frank Fisher, Assistant Director-General, North-West Region, Department of Education, New South Wales

Warlpiri Enterprises – making an income without losing a culture
Centre Staff, Yuendumu Community Education Centre, Operations South, Northern Territory Department of Education

Developing a workshop-driven curriculum for homeland schools in the Laynha region of North-East Arnhem Land
Centre staff, Yirrkala Community Education Centre

Chairs: Mr Jack Beetson, Educational Coordinator, Tranby Aboriginal Cooperative College, Sydney; and

Dr John Roughan, Head, School of General Studies, Solomon Islands College of Higher Education

Rapporteurs: Mr Robert Stanley, Director of Studies, Tranby Aboriginal Cooperative College, Sydney; and

Dr Les Brockway, Principal, Nungalinya College, Darwin

Access and equity programs for people in poverty

Social justice – how do we identify the target group?
Mr Dennis Griffith, Director, Planning and Coordination Branch, Northern Territory Department of Education, Darwin

Rural poverty – a worry for concerned educators
Mr Tom Johnson, Coordinator, Queensland Non-Government Disadvantaged Schools Program, Brisbane

WEDNESDAY 17 OCTOBER 1990

Poverty and inequality in education: some dilemmas for Third World countries
Ms Anne Hickling-Hudson, Lecturer, Department of Education Studies, Queensland University of Technology, Brisbane

Chair: Dr Benny Suprapto, Director for Technical and Vocational Education, Ministry of Education and Culture, Indonesia

Rapporteur: Ms Sue Mihovilovich, Advisory Officer, Commonwealth Programs, Northern Territory Secretariat, Darwin

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Literacy strategies for people with disabilities

Literacy and disability
Professor John Elkins, Director, Schonell Special Education Research Centre, University of Queensland, Brisbane

Chair: Mr Rod Grosvenor, Secretary, Schools Board of Tasmania

Rapporteur: Ms Monika Sherwood, Special Education Adviser, Northern Territory Department of Education, Darwin

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Primary education strategies for women and girls

'Because boys are boys and girls are girls': gender in the primary school
Dr Anne Butorac, Senior Consultant (Equity), Ministry of Education, Western Australia

Women and girls – Aboriginal primary education
Dr Merridy Malin, Lecturer, Faculty of Education, Northern Territory University

Chair: Ms Jeannie Abbott, Assistant Director, Northern Territory Department of Labour and Administrative Services

Rapporteur: Ms Jenny Groves, Teacher, Northern Territory Distance Education Centre

Time permitting, workshop participants could choose to
- *review pre-conference action plan drafts*
- *make recommendations for consideration by drafting committees.*

1245 Rapporteurs summarised workshop proceedings.

Summaries of proceedings from Workshop Programs 4 and 5 were available to participants at the beginning of Thursday's program for inclusion in personal resource files.

1300 Lunch

WEDNESDAY 17 OCTOBER 1990

1400. **EDUCATION FOR ALL ACTION PLANNING**

The first one-and-a-half hours of this session was an open forum to allow conference participants to present written amendments to pre-conference action plan drafts before the drafting committees began their work.

The two drafting committees then convened to draft action plans and cooperative strategies for

- **South East Asia and the South Pacific**
- **Australia**

Nominees of nations and states in South East Asia and the South Pacific Region, and Australia, prepared action plans for presentation to the conference on the final day. Theme keynote addresses, workshop summaries and recommendations on action plan drafts, and summaries of conference proceedings, all provided resources to assist deliberations of the drafting committees.

1700 **CONCLUSION**

1930 CONFERENCE DINNER

BICENTENNIAL PARK, ESPLANADE

THURSDAY 18 OCTOBER 1990

A program of half-day and full-day **case study visits** was conducted to examine the operation of practical applications for particular themes and strands. Some participants prepared summaries of specific case studies and lodged them with the Secretariat at the conclusion of the case studies. Copies of the summaries were available at the beginning of Friday's program for inclusion in participant's personal resource files.

0830 **Drafting committees** reconvened to continue preparing draft sub-regional and national action plans and cooperative strategies for presentation to the conference on Friday.

1830 LORD MAYOR'S RECEPTION

COUNCIL CHAMBERS, CIVIC CENTRE

FRIDAY 19 OCTOBER 1990

0830 **PLENARY FOCUS ADDRESS**
Drawing the conference themes together in the context of Education For All and International Literacy Year

Speaker: Mr Geoff Spring, Chairman, Education For All Conference

0900–1215 This address was followed by the formation of special interest 'round tables' to allow discussion and development of a range of effective practical strategies, activities and ideas to support sub-regional and national action plans for each of the five program and strategy areas across each of the five interest group themes.

Theme keynote speakers and workshop presenters were available to assist the deliberations of round tables. Contributions were also made by members of sub-regional and Australian drafting committees previously involved in drafting plans of action.

Some round tables re-formed into plenaries based on the five conference themes. For these groups, rapporteurs presented recommendations and summaries of practical strategies, activities and ideas to support sub-regional and national action plans.

Participants chaired and summarised round tables as follows

1. INDIGENOUS PEOPLE AND MINORITIES/ACCESS AND EQUITY
   Chair: Dr Bob Teasdale
   Rapporteur: Dr Les Brockway

2. INDIGENOUS PEOPLE AND MINORITIES/CURRICULUM AND PROFESSIONAL DEVELOPMENT
   Chair: Ms Liz Chifley
   Rapporteur: Mr Emitae Boladuadua

3. INDIGENOUS PEOPLE AND MINORITIES/LITERACY
   Chair: Mr Nicholas Levy
   Rapporteur: Mr Richard Carter

Round tables 4 and 5 combined:

4. INDIGENOUS PEOPLE AND MINORITIES/PRIMARY EDUCATION
5. INDIGENOUS PEOPLE AND MINORITIES/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION
   Chair: Mr Sefulu Ioane
   Rapporteur: Mr David Patterson

INDIGENOUS PEOPLE AND MINORITIES ROUND TABLE PLENARY
Chair: Dr Bob Teasdale and Mr Isaac Brown

FRIDAY 19 OCTOBER 1990

6. PEOPLE IN POVERTY/ACCESS AND EQUITY
   Chair: Ms Anne Hickling-Hudson
   Rapporteur: Mr Aleki Silao

7. PEOPLE IN POVERTY/CURRICULUM AND PROFESSIONAL DEVELOPMENT
   Chair: Dr Kenneth Chan
   Rapporteur: Mr Peter Jones

PEOPLE IN POVERTY ROUND TABLE PLENARY
Chair: Ms Anne Hickling-Hudson
Plenary Rapporteur: Dr Kenneth Chan

Note: Round tables 8, 9 and 10 did not operate:

8. PEOPLE IN POVERTY/LITERACY
9. PEOPLE IN POVERTY/PRIMARY EDUCATION
10. PEOPLE IN POVERTY/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION

Round tables 11, 14 and 15 combined:

11. PEOPLE IN REMOTE AREAS/ACCESS AND EQUITY
14. PEOPLE IN REMOTE AREAS/PRIMARY EDUCATION
15. PEOPLE IN REMOTE AREAS/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION
    Chair: Mr Bill McGrath
    Rapporteur: Mr Ian Anderson

12. PEOPLE IN REMOTE AREAS/CURRICULUM AND PROFESSIONAL DEVELOPMENT
    Chair: Dr Brian Devlin
    Rapporteurs: Ms Kathy Finlayson and Mr Frank Fisher

13. PEOPLE IN REMOTE AREAS/LITERACY
    Chair: Ms Anne Wait
    Rapporteur: Ms Rita Henry

Rapporteurs combined, together with Mr Tom Calma, to compile a theme report based on the recommendations of the Aboriginal caucus group.

PEOPLE IN REMOTE AREAS ROUND TABLE PLENARY
Chair: Mr Betuel Peril

FRIDAY 19 OCTOBER 1990

Participants in the Disabilities theme combined to form a single round table and addressed each of the program and strategy areas in turn. Professor John Elkins chaired the combined session.

16. PEOPLE WITH DISABILITIES/ACCESS AND EQUITY
    Rapporteur: Mr Rod Grosvenor

17. PEOPLE WITH DISABILITIES/CURRICULUM AND PROFESSIONAL DEVELOPMENT
    Rapporteur: Ms Cris Treneman

18. PEOPLE WITH DISABILITIES/LITERACY
    Rapporteur: Ms Mary-Helen Martens

19. PEOPLE WITH DISABILITIES/PRIMARY EDUCATION
    Rapporteur: Ms Diane Schwartzkopf

20. PEOPLE WITH DISABILITIES/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION
    Rapporteur: Mr Roland Stuart

Participants in the Women and Girls theme combined to form a single round table and addressed each of the program and strategy areas in turn.

21. WOMEN AND GIRLS/ACCESS AND EQUITY
    Chair: Ms Bronwyn Campbell
    Rapporteur: Ms Margaret Mourik

22. WOMEN AND GIRLS/CURRICULUM AND PROFESSIONAL DEVELOPMENT
    Chair: Ms Carol Sowd
    Rapporteur: Ms Margaret Mourik

23. WOMEN AND GIRLS/LITERACY
    Chair: Ms Nicole Gilding
    Rapporteur: Professor Frances Christie

24. WOMEN AND GIRLS/PRIMARY EDUCATION
    Chair: Ms Isabelle Proctor
    Rapporteur: Ms Margaret Mourik

25. WOMEN AND GIRLS/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION
    Chair: Dr Wilhelmina Drummond
    Rapporteur: Professor Frances Christie

Summaries of round tables were published for inclusion in participant's personal resource files at the end of the day's proceedings.

FRIDAY 19 OCTOBER 1990

1215 Lunch

1330 **PLENARY PRESENTATION**
Draft South East Asia and South Pacific Sub-Regional Education For All Action Plan

Session conducted by Tan Sri Rahman Arshad, Chairperson, South East Asia and South Pacific Drafting Committee.

(Following the conference it was proposed that the Draft Sub-Regional Action Plan be considered by National Coordinators of the UNESCO Asia-Pacific Program on Education For All at their meeting in Bangkok, 21–26 October 1990.)

1415 Intermission

1430 **PLENARY PRESENTATION**
Draft National Education For All Action Plan for Australia

Session conducted by Mr John Steinle, Chairperson, Australian Drafting Committee

(Following the conference it was proposed that the Draft Australian Literacy Strategy be considered by the Standing Committee of the Australian Education Council before further consideration by that Council)

CONFERENCE REPORT

Conference Rapporteurs, Dr Brian Devlin, Senior Lecturer,
Faculty of Education, Northern Territory University, Darwin; and

Madam Datin Hajah Misli binti Haji Awang, Director of Planning,
Research and Development, Brunei Darussalam

CONFERENCE CHAIRMAN'S ADDRESS

Conference Chairman, Mr Geoff Spring, Secretary, Northern Territory Department of Education

CLOSING ADDRESS

The Hon Tom Harris, MLA
Minister for Education, the Arts and Cultural Affairs,
Northern Territory

1700 FAREWELL FUNCTION

In addition to the formal conference proceedings, outlined in the program, delegates attended a number of evening functions. These included:

Administrator's Function

Tuesday 16 October, 1800 – 1930 h

Conference participants attended a reception hosted by the Acting Administrator, the Honourable Justice KJA Asche, and Dr Valerie Asche at Government House. The Administrator welcomed participants to Darwin and Mr Paula Bloomfield, Director of Education, Tonga, responded on behalf of the guests.

Conference Dinner

Wednesday 17 October, 1930 – 2300 h

Participants enjoyed a buffet style dinner in Bicentennial Park hosted by the Conference Chairman, Mr Geoff Spring. An essentially informal evening, the dinner featured entertainment by attending national and regional groups and provided a welcome opportunity for both relaxation and social interaction, as well as the chance for participants to engage in more informal discussion of conference issues.

Acting Lord Mayor's Function

Thursday 18 October, 1800 – 1930 h

Overseas participants and Planning and Drafting Committee members attended a civic reception hosted by the Acting Lord Mayor, Mr Pat Burke, and Aldermen of the Darwin City Council.

Alderman Burke welcomed overseas people to Darwin and congratulated committee members on the success of their conference. Professor Dr Moegiadi, Secretary, Office of Education and Cultural Research and Development, Jakarta, responded on behalf of the guests.

Closing Function

Friday 19 October, 1700 – 1800 h

Following the closing session, a reception was hosted by Mr Tom Harris, Northern Territory Minister for Education, who thanked delegates for their participation and expressed the opinion that the conference marked a major stepping stone towards the achievement of education for all.

Attendance

The conference was attended by 223 delegates from twenty-two nations throughout the South East Asia and South Pacific Sub-Region. Participants came from the following countries: Australia, Brunei, China, Cook Islands, Fiji, Indonesia, Japan, Kiribati, Laos, Malaysia, Myanmar, New Zealand, Niue, Papua New Guinea, Philippines, Singapore, Solomons, Thailand, Tonga, Tuvalu, Vanuatu and Western Samoa.

The government of each of the nations, together with Australia, was officially represented on the Sub-Regional Action Plan Drafting Committee.

All Australian States and Territories were represented, with 165 delegates attending. The Australian Action Plan Drafting Committee comprised government representatives from New South Wales, Northern Territory, Queensland, South Australia, Victoria and Western Australia, as well as the Federal Government.

In addition, 95 individuals attended the conference as sessional participants.

Organisation of the Conference

The conference was arranged with four main purposes in mind

- to disseminate the outcomes of the World Conference on *Education For All* and review progress in International Literacy Year
- to provide a forum for discussing practical methods of achieving *Education For All* and promote awareness of effective implementation strategies
- to formulate a Draft Sub-Regional Education For All Action Plan for South East Asia and the South Pacific
- to formulate a Draft National Education For All Action Plan for Australia.

The structure and composition of the program was devised through close consultation with three organising committees and reflected a genuine desire by these groups for the conference to address the educational needs of the sub-regional community.

In line with the World Declaration on Education For All and the Framework for Action to meet Basic Learning Needs, the conference focused on sub-regional and national planning and action, particularly the development of a national literacy strategy for Australia and a sub-regional cooperative strategy for South East Asia and the South Pacific.

Prior to the conference, preliminary action planning had already been undertaken by representatives of some nations in the sub-region and by representatives of Federal, State and Territory Governments in Australia. The blend of conference sessions was designed to inform and encourage planning and action in a collaborative framework. Drafting committees were given the task of preparing and presenting draft action plans for the sub-region and for Australia, so that the process of implementation at the national and local levels could be enhanced.

To inform planning and action the conference defined five groups of people in this

geographical region for whom universal education is a priority, namely indigenous people and minorities, people in poverty, people in remote areas, people with disabilities and women and girls. Consideration was also given to education programs concerning access and equity and curriculum and professional development, and strategies relating to literacy, pre-primary and primary education and the interface between school and work and continuing education.

A coordinated range of activities were planned to achieve the conference objectives including plenary addresses, workshop presentations and discussions, action plan drafting sessions, case study excursions, round table discussions and plenary presentations of action plans.

All participants were asked to make a direct personal contribution as one or more of the following: planning committee member, theme keynote speaker, plenary speaker, plenary session chairperson or rapporteur, member of a drafting committee, workshop chairperson, rapporteur or presenter, case study rapporteur, chairperson or rapporteur of a round table or chairperson of a 'round table' theme plenary session.

During the conference, deliberations commenced with a reminder about the World Conference on Education For All, the *World Declaration* and the *Framework For Action to Meet Basic Learning Needs*.

Keynote addresses set the scene for each of the five theme areas and raised issues which could then be dealt with during the conference. Chairpersons supervised these sessions, allowing a brief discussion period after the addresses had been given. Rapporteurs prepared a brief written summary of each session which were submitted for inclusion in the conference report.

Workshop sessions provided a forum for practitioners to describe and explain initiatives,

activities, strategies, programs and projects with which they were involved and which focused on providing basic quality education in relation to one of the conference target groups. Workshops were designed to highlight effective practice. Workshop chairpersons introduced presenters and chaired the discussion which followed. Rapporteurs summarised workshop proceedings for inclusion as part of the conference record. On occasions, workshops combined and more than a hundred participants attended.

Educational programs and strategies currently being practised in the Northern Territory provided the focus for case study excursions. Thirteen separate full-day and half-day case studies were arranged during one of the conference days to enable participants to examine closely various initiatives in situ. Rapporteurs summarised case studies for inclusion in the conference record.

Round tables were the forum at which special interest groups of participants met to discuss and develop a range of practical strategies and activities to support sub-regional and national Education For All action plans. Chairpersons facilitated discussions with a view to making recommendations concerning effective provision of specific education programs and strategies in relation to one of the conference target groups. Rapporteurs summarised the outcomes of discussions, reported to a plenary session of the theme group and had their reports included as part of the conference record.

Election of Office Bearers

Mr Geoff Spring was elected as Conference Chairman. Two Conference Rapporteurs were also elected: Dr Brian Devlin (Australia) and Madam Datin Hajah Misli binti Haji Awang (Brunei Darussalam). In addition to the elected office bearers, a large number of conference delegates volunteered to perform a variety of tasks, including serving as session chairpersons and rapporteurs.

Plenary Addresses

THEME 1 PLENARY ADDRESS:

PROVIDING EDUCATION FOR ALL INDIGENOUS PEOPLE AND MINORITIES

Education: who needs it?

Dr Roberta B Sykes
Executive Officer, Black Women's Action in Education Foundation,
Sydney

In her opening address, Dr Sykes challenged the conference to consider the question 'Education: who needs it?' and to ask whether our very notions of education are dominated by forms of cultural imperialism. She pointed out that education for all is a far broader issue than literacy and numeracy for all; rather, education is about life. Literacy and numeracy are the tools which should be shared, but not at the cultural expense of the recipients.

While acknowledging that there were many accepted ways to designate groups of Aboriginal Australians, she expressed a preference for the term 'Black Australian'. 'Education', however, was a concept which caused her some difficulties. Our contemporary emphasis on literacy and numeracy is leading us to devalue the ordinary intelligence of so called 'uneducated people' she said. Not only that, we are failing to recognise that the development of destructive weapons like the atom bomb is only possible through people being literate and numerate. Dr Sykes called attention to the control which people of European descent exercised over material objects and, not coincidentally, over letters and numbers. It was time, she said, for indigenous people to show the way by asserting their own needs, establishing their own schools and resisting the White institutions.

Dr Sykes reminded us that there are no uneducated people, only people with different

information. Consequently, all educational institutions need to develop culturally appropriate means of teaching and a respectful attitude towards people of other cultures.

Dr Sykes expressed her concern about the end product of education and also the processes involved. Educational practices that concerned her included Black students going overseas to study, Aboriginal culture being presented as exotic, and the promotion of education for liberation.

In concluding, Dr Sykes pointed out that the inclusion of Aboriginal culture in mainstream education has two benefits. It assists with the maintenance of Aboriginal culture and it gives non-Aboriginal children an opportunity to value and share the true Australian culture.

Aboriginal Education: a process of control, of forced social change, within an assumed racelessness context

Mr Isaac Brown
Director, Centre for Aboriginal and Islander Studies,
Northern Territory University, Darwin

Mr Brown spoke of the difficulty Aboriginal people have in maintaining their identity. 'Racelessness' was a term which had been coined to refer to Black American students who had set out to achieve academic success within the United States' system, at the cost of their own identity. Similarly, in Australia, the educational system forces Aboriginal students into a racelessness context through structural and institutionalised processes associated with forced social changes. The colonial attitude of control over Aboriginal people persists in the dominant ideology. For Aborigines, the opportunity is limited because of colonial control which prevents Aboriginal people from freeing themselves from the siege mentality of the pre-1967 era. Aboriginal people are forced into continual confrontation with an unsympathetic system.

One of the major difficulties faced by Aboriginal students is that individual and competitive

academic achievement is valued by the mainstream educational system, rather than the cooperative strategies which Aboriginal people use. Australian school curricula, by and large, ignore the social configuration of Aboriginal people. Given this, the choices faced by Aboriginal people are stark: assimilate, or adopt an anti-achievement ethic. Students who choose the latter tactic believe that it is better to be a group-centred Black person than to make the trade-offs necessary to achieve success. White educators claim to subscribe to the policy of Aboriginalisation as if it were something which Aboriginal people needed. On the contrary, he said, it is the White people who need to be 'Aboriginalised' if the colonial control of Aboriginal education is to be eradicated.

After illustrating these issues, Mr Brown pointed out that while most Aboriginal groups undoubtedly concur that 'talking is not enough', they would also like to know when non-Aboriginal people will start to listen.

In the discussion which followed these two plenary addresses, various speakers considered ways in which education could be more of a cooperative venture allowing, for example, the inclusion of more Aboriginal people in curriculum planning.

THEME 2 PLENARY ADDRESS:

PROVIDING EDUCATION FOR ALL PEOPLE IN POVERTY

Quality education for all people in poverty and a way out

Father Miguel Ma. Varela, SJ
President, Association for Non-Traditional Education in the Philippines, Manila

The presentation by Father Ma. Varela, on providing quality education for all, incorporated three main components

- a view of the educational world of tomorrow and a suggested learning experience map which emphasised non-formal, informal, and (as yet) untapped learning
- the Philippines experience, showing the importance of a coordinated multi-agency approach to complex problems so that parenting skills in the home were developed and the village school was utilised, resulting in an articulated curriculum linking home, work, school and community
- a proposed paradigm, to resolve the problem of providing education for all, centred on the home and linked to a range of organisations at village, provincial and regional levels.

Since the issues surrounding illiteracy are complex, the strategies and approaches used in their resolution need to be multidimensional and implemented through a variety of agencies.

Father Ma. Varela emphasised that 'education' should be understood as a lifelong process, encompassing both formal and informal activities, aimed at maintaining an acceptable level of learning; 'poverty' referred to any serious, long-term deprivation of a human right (such as freedom or education).

Strategies must recognise the needs of the regions and adopt a team approach so that not just one individual is responsible for providing education in the region. The Philippines

experience shows the importance of a coordinated, multi-agency approach to complex problems so that existing skills in the home are developed and the village school is utilised. This would result in an articulated curriculum linking home, work, school and community.

Some research-based implications for national and international action

Dr Kenneth N Ross
Faculty of Science,
Deakin University, Geelong

Dr Ross argued that the findings of educational researchers provided a great deal of valuable information about education and poverty but were not being translated into practical strategies. He gave as examples a Malaysian study of the mobilisation of poor and illiterate parents as effective tutors in a remedial reading program and an Indonesian basic education study which identified schools which were very effective in areas of great poverty. The findings from these research projects have apparently had minimal impact on current program delivery. He suggested that researchers needed to become 'information brokers' and that a clearing house focusing on reviews of research needed to be established.

After his presentation there was some discussion about the compounding influence of group poverty, the slow process of changing reward distributions, and the value of collaboration between practitioners and researchers in developing research.

Dr Ross put forward a number of practical suggestions for consideration by the conference. These were subsequently adopted as resolutions and are included elsewhere in this report.

THEME 3 PLENARY ADDRESS:

PROVIDING EDUCATION FOR ALL PEOPLE IN REMOTE AREAS

People in remote areas: a Tongan perspective

Mr Paula Bloomfield
Director of Education, Tonga

The speaker outlined the challenges of providing education in Tonga, one of the smallest countries in the Pacific. Mr Bloomfield presented an overview of the development of Tongan education from its beginnings, with the arrival of Wesleyan missionaries, to its post-war recognition of the need for quality teachers who are aware of the importance of their role and keep abreast of new theories and practices in education.

He stressed that Tonga's geographical isolation and the diversity of its islands posed some difficulties, both with respect to the provision of educational services and the retention of good teachers in remote areas.

While Tonga has benefited from overseas assistance, its major impact has been felt at the 'top end of the range' rather than in the educational programs being carried out in all schools. While overseas aid helps to minimise global isolation, it must be relevant to the expressed needs of the recipient country. Only in this way can the problems of internal isolation be addressed.

Mr Bloomfield concluded with an assessment of Tonga's future educational needs.

Education for people in the remote areas: the Indonesian experience

Professor Dr Hasan Walinono
Director-General, Primary and Secondary Education,
Ministry of Education and Culture, Indonesia

Professor Walinono cited remoteness as a problem in the provision of education for the small islands of Indonesia. During the 45 years since independence, and in spite of the problems, the Indonesian Government has worked hard to expand educational opportunities, especially for the children of primary school age, and to eradicate illiteracy. Compulsory primary schooling was introduced by President Soeharto in May 1984.

The Government's key educational goals are to achieve universal literacy, to extend general knowledge and promote wider use of spoken and written Bahasa Indonesia. While the program of providing universal literacy to children between the ages of 7 and 12 has been successful for 99.6 per cent of the student population, 0.4 per cent (approximately 750 000 children) are still excluded because of poverty, backwardness, isolation, nomadism and other factors.

Various efforts to ameliorate this situation for the 0.4 per cent are being undertaken including the establishment of incentives to attract good teachers to remote areas. Non-governmental agencies also fulfil a useful function by helping to provide education in remote areas.

Professor Walinono concluded by emphasising the right of all human beings to have access to appropriate education, no matter what problems were associated in providing it. He said that by the end of the Government's Fifth Five Year Plan in 1993, compulsory education will have been extended to students 13–15 years of age.

During the discussion which followed, speakers supported the case for assistance to small nations in the Pacific and suggested that regional action plans should aim to provide the necessary resources. It was also stressed that education should provide not only basic

literacy, but access to further education on an equitable basis. Indonesia is planning to pursue this by using new technologies. The importance of encouraging teachers to remain in rural areas was discussed and various strategies used by Indonesia, based upon incentives, were noted.

The importance of non-governmental agencies in providing education in remote areas was stressed. The experience of the Solomon Islands indicated that non-government bodies could successfully support rural villagers in sharing responsibility for education. There was also support for the provision of education by private enterprise and churches, as long as it did not lead to social divisions.

Professor Walinono pointed out, however, that in Indonesia the Government has the major responsibility for the provision of education. It is understood to be one of the Government's major functions. Of the 155 000 schools in Indonesia, only 25 000 are privately run. Indonesia has always prohibited the commercialisation of education.

Mr Bloomfield said that the situation in Tonga was the same. Education for children aged 6 –14 years is secular, free and compulsory. Sectarian education practices are seen to be divisive.

THEME 4 PLENARY ADDRESS:

PROVIDING EDUCATION FOR ALL PEOPLE WITH DISABILITIES

People with Disabilities

Mr Abu Saim Bin Daud/Daot
Assistant Director, Special Education Unit, Special Secondary School for the Blind,
Ministry of Education, Kuala Lumpur, Malaysia

Mr Daud/Daot began by reminding participants that 'education for all' includes disabled people. He defined a number of terms very comprehensively, and emphasised the importance of identifying students with learning disabilities at an early age and referring them to appropriate specialist personnel. Malaysia has found that a team approach provides the best education for disabled individuals. These students are offered a simplified version of the regular school-based curriculum, tailored to their needs, so that as much as possible the same content is covered by all students.

Mr Daud/Daot emphasised the importance of appropriate teacher training. Teacher education curricula must include training in identification, screening, diagnosis, intervention and referral of students with learning disabilities.

Teaching people with disabilities is not only a difficult field but one which requires additional financial support because diverse equipment and aids are being developed and required.

Issues in education for all people with disabilities

Professor John Elkins
Director, Schonell Special Education Research Centre,
The University of Queensland, Brisbane

Professor Elkins confined his observations to the Australian context, although he was not unaware of developments elsewhere in the region. However, he said it was challenging enough to make generalisations about one country, let alone a region.

He urged an understanding of the complex relationship between community attitudes, personal rights and legal provisions for people with disabilities. While antidiscrimination legislation exists in Australia, it does not make provision for people with disabilities. There may be a need to mandate action by passing laws as has been done in the United States.

Community attitudes need to be changed. There is enormous scope for better education and more action so that systematic advocacy on behalf of the disabled can be achieved.

Since both advocacy and literacy are tools for empowerment, they need to be developed at the school level. To do this appropriately, there is a need for schools to develop a differentiated curriculum and special teaching competencies.

In the discussion, which followed the two papers, the issue of a standardised curriculum was raised and some of the dangers associated with standardised assessment were enumerated.

It was pointed out that sport and recreation are important in the development of the whole child as well as promoting a spirit of mutual cooperation among children.

THEME 5 PLENARY ADDRESS:

PROVIDING EDUCATION FOR ALL WOMEN AND GIRLS

Education of women and girls: a pressing imperative

Dr Namtip Aksornkool
Program Specialist, Literacy, Training, Research and Development
UNESCO Principal Regional Office for Asia and the Pacific, Bangkok, Thailand

Dr Aksornkool described the position of women in Asia as inferior and peripheral whereas boys are the family heirs. Men define themselves by what they do, women by their relationship to others. Women are invisible in national economic planning, although they produce the bulk of the food. UNESCO documents noted that only one out of three girls participate in schooling and even these drop out early for a variety of reasons including the provision of economic support for the education of boys in the family. She stated that no strategy for education which failed to address the education of women and girls could succeed, and noted that curriculum and learning resources need to value and make visible the real life of women and girls while challenging the domestic weaker sex stereotype and differential treatment of boys and girls by teachers. Literacy among women remains one of the most significant problems in the region. The content of existing literacy texts reflects women's domestic and mothering futures. The vocational skills that are offered to women are somewhat vulnerable in a modern economy.

She described a range of strategies being used to address these issues, such as

- raising awareness at all levels
- a national strategy which recognises women's multiple roles, both social and economic
- revising program content and methodology
- training teachers and facilitators in ways which model the desired principles
- greater use of technological support services and facilities
- linking women's education to continuing education.

She stated that some discomfort should be expected as women confront these circumstances.

Ko te mana wahine hei ara whakatupu. Whaia te matauranga mo o tatou oranga.
(The status of women provides a path to development.
Education leads to our collective wellbeing.)

Ms Miriama Evans
Manager, Te Ohu Whakatupu
(Maori Women's Policy Group),
Ministry of Women's Affairs, New Zealand

Ms Evans's address was divided into two parts. In the first, she gave an overview of the educational position of women and girls and in the second, she explored some issues arising from the ethnicity of women and girls in New Zealand.

In many societies, the status of women is undervalued. Women make up half the world's population yet they put in two thirds of the working hours, receive one tenth of the wages and own one per cent of the world's land. Women are the main educators of the young yet they constitute two thirds of the world's illiterate population.

It is critically important that all young women have the opportunity to participate in schooling so that they can prepare themselves for multiple roles in a world characterised by social, economic and cultural change. Of the 100 million children in the world who have no access to schooling, at least 60 per cent of these are girls. A World Bank survey, undertaken in Africa, has shown that a mother's level of education is the single most important factor in a child's survival.

The participation of young children in schooling is critical for access to literacy and numeracy and for further education. Access to schooling therefore must be a priority. Barriers are maintained in a narrow curriculum, such as attitudes against non-traditional employment, expectations of marriage and the preference to educate boys. The emphasis on 'human capital' approaches can further disadvantage women whose traditional skills cease to be economically relevant.

Ms Evans then considered gender inequality in Australia and New Zealand. The relative lack of attainment by Maori students was perceived to be a problem, and various explanations had been proposed by 'deficit', 'labelling' and 'resource' theories. She said that racism in New Zealand remained a powerful barrier to education for Maori children, especially Maori girls. She described the messages of inferior status which girls receive early in their schooling. The broadest definition of curriculum is needed to understand the experience of women in general and ethnic minority women in particular. However, the present curriculum is plainly sexist and racist.

Recent initiatives in education have emphasised the importance of Maori language and led to the creation of separate institutions delivering education that reflects Maori culture. These include the *Te Kohanga Reo* (preschool language nests) and *Kura Kaupapa Maori* (Maori language primary schools).

In conclusion, Ms Evans referred to some of the positive factors that might make a difference in improving education for women and girls. These included high teacher expectations across the curriculum; starting with the student's own culture as a basis for developing the capacity to learn; teacher registration criteria to ensure a non-sexist and antiracist teaching service; allowing more women to occupy positions of authority and influence; researching the experiences of girls in schools; and maths teaching strategies tailored particularly for girls.

Following the two plenary addresses, there was a question from the floor about the accuracy of data concerning the participation of girls in Malaysia, and the speaker answered by drawing attention to high levels of general participation.

Another conference participant observed that the focus in developing countries on providing universal education has led to the neglect of older, uneducated people. The lack of resources has particularly affected opportunities for women who were more likely to be amongst this

group. This highlighted the difficulties faced by the educator who works for change and economic development, since some societies find the new roles for women very difficult to accommodate. This is especially true of collective societies. One response to this problem is for communities to try to control the pace of change and to decide what aspects of its culture it wishes to emphasise or alter.

One speaker commented that women were constrained by traditional cultural and religious expectations. They must be brave, as the movement from familiar roles will make them unpopular and affect the balance of power in the community.

A Tongan view was put; namely, girls in Tonga tend to enjoy high levels of success in their early years but low levels of success in their later years of schooling. The explanation may be within the nature of the curriculum which does not reflect the reality of Tongan life and culture.

Workshop Programs

WORKSHOP PROGRAM SESSION 1:

ACCESS AND EQUITY PROGRAMS FOR INDIGENOUS PEOPLE AND MINORITIES

Australia's National Aboriginal and Torres Strait Islander Education Policy

Ms Davina Woods
Aboriginal Education Coordinator, Australian Teachers' Federation

Ms Woods began by reviewing some of the more significant aspects of Aboriginal history since European settlement. She itemised examples of discriminatory and hostile practices and recalled the saying that 'if you are born Aboriginal, you are born political'. She said that it was important to understand the history of Aboriginal people if a document such as *Australia's National Aboriginal and Torres Strait Islander Education Policy* was to make sense. While conceding that this was a policy that could lead to more equitable funding arrangements, it was limited by virtue of the fact that it had been written by non-Aboriginal people for a non-Aboriginal government.

The National Aboriginal Education Policy in Higher Education: access and equity in action, for Federal Socialism or assimilation?

Mr Lindsay Croft
President, Student Council, University of Canberra

Mr Croft analysed the strengths and weaknesses of the National Aboriginal Education Policy and urged that Aboriginal students obtain access to decision-making bodies to help ensure that tertiary institutions acquit their funds and conduct their programs in an ethical way. He welcomed the fact that the Policy was proof of the Government's determination to pursue equity objectives but he criticised the way in which consultation has proceeded. He concluded by emphasising that Aboriginal students have a stake in the future and that they ought to be prepared to wrestle over the agenda.

Promises and practices: minority language rights in the Australian Territory of the Cocos (Keeling) Islands

Ms Pauline Bunce
Teacher, Sekolah Menengah Sultan Hassan, Temburong, Brunei Darussalam

Ms Bunce examined the last decade of Cocos education from a minority rights perspective. She considered the promises made to the Cocos Malay people by Australian Government representatives in the United Nations, and compared these pledges with current educational practices in the islands' two schools.

In her view, the Australian Government had had a golden opportunity to establish a small education service, tailor-made to the very special needs of a non-literate, Malay-speaking village community. Expertise aplenty was available at the time in the Northern Territory and in numerous other nations in the region but little use was made of it either by the Commonwealth Department of Territories or the State Government contracted to staff the schools.

Her paper's central theme was the vital importance of providing basic (and not so basic) education for adults, youth and children in their mother tongue. It challenged the *World Declaration on Education For All* for not being strong enough on this point. The extent to which education values or devalues an indigenous or minority group's first language is a major factor in determining whether that group's cultural identity lives or dies.

The paper concluded with a comprehensive collection of suggested intervention strategies, both general and specific, for improving equity and access in indigenous and minority group education.

Following the presentations by Ms Woods, Mr Croft and Ms Bunce, the following points were made in the ensuing discussion

- while no clear definition of access and equity was arrived at, it was recognised that

only Aborigines can judge true Aboriginality

- access and equity were pursued in the mid 1980s mainly to express the needs and aspirations of Aboriginal people
- Aboriginal people need the resources that will help them attain knowledge and power
- access is needed to bicultural and bilingual schooling
- equity is needed in the management of programs
- programs may need to be taught in communities rather than removing people to give them skills
- Aboriginal people need to be part of a community where their opinions are more highly regarded, and they need to have control of appropriate education systems
- Aboriginal students would like to have more say on access and equity issues in relation to their general education
- in order to honour promises made to the United Nations by the Australian Government in 1984, Cocos Islands education needs restructuring along bilingual and bicultural lines
- current legislative discrimination must be removed from the provision of education funding for the Australian Territory of the Cocos (Keeling) Islands.

CURRICULUM AND PROFESSIONAL DEVELOPMENT PROGRAMS FOR PEOPLE IN POVERTY

Education for life: Tuvalu's education for life action plan to appease poverty

Dr Ifti Ayaz
Education Advisor, Ministry of Health,
Education and Community Affairs, Tuvalu

Dr Ayaz described the Tuvalu Education for Life Action Plan to Appease Poverty (EFLAP), highlighting the plight of small poor nations who must rely on the development of their own human resources. Tuvalu has developed EFLAP to fully utilise and expand all areas of education, both formal (academic) and non-formal (skills acquired at home and in the

community). The plan envisages education not only as a way of developing the human resources needed for the country's economic development but also as the means by which the quality of life for all Tuvaluans might be enhanced.

Recent UNESCO initiatives in training the trainers in difficult educational contexts

Dr Brian Devlin
Senior Lecturer, Faculty of Education, Northern Territory University, Darwin

Dr Devlin considered some of UNESCO's various recent efforts in the Asia-Pacific region to improve the quality of education in remote rural areas; in particular, the preparation of handbooks or manuals as a way of disseminating ideas to those who have some responsibility for teacher development and training. Many policy makers believe that it is useful to study exemplary educational practices and then to distil some general guidelines which can be included in handbooks or training manuals for use throughout the Asia-Pacific region. Such manuals are often compiled at a technical working group meeting comprising invited specialists, or at a sub-regional meeting attended by a representative from each invited country.

Alternatively, they may be synthesised from a variety of commissioned national studies. Typically, these handbooks set out useful guidelines for teachers, administrators and/or teacher-educators. The aim of the compilers is to make knowledge available in some readily digestible form. It is hoped that the readers of the handbooks will do the rest, by applying this new knowledge in their own communities and institutions, thereby improving work practices and student outcomes.

Two such handbooks were considered: *A Draft Training Manual for Personnel Working in Difficult Educational Contexts*; and *Multiple Class Teaching in Primary Schools: A Methodological Guide*. Participants were asked to consider some of the advantages and disadvantages of disseminating information in this way. The talk concluded with the suggestion that, if the aim is to build up a core of expertise in the Asia-Pacific region, the

production of methodological handbooks by UNESCO needs to be accompanied by the development of appropriate support systems; for example, school clusters, paired institutions and networks which would allow the new ideas to be examined, criticised, tried out and, hopefully, accepted.

LITERACY STRATEGIES FOR PEOPLE IN REMOTE AREAS

Literacy in English for beginning Aboriginal readers in homeland centres

Ms Pat Beattie
Education Officer (Outstation Materials),
Northern Territory Department of Education, Darwin

Ms Beattie outlined the development of Homeland Centre education from its beginnings some fifteen years ago. She described this unique Northern Territory initiative which delivers schooling, including literacy, to the Homeland Centre students and analysed the strategies by which the extreme distance of the school context (geographic, social, cultural and linguistic) is overcome. She stressed the importance of

- local Aboriginal teachers, selected by the community, who receive practical training and work in a co-learning relationship with visiting teachers
- graded materials, both culturally based and reflecting wider world views, which are supported by appropriate texts from the growing collection of Aboriginal literature, some of which has been produced by Aboriginal authors
- localised vernacular literature production
- English literacy for societal purposes
- the role played by Aboriginal teachers in ensuring that the materials selected meet the educational needs of the students in an Aboriginal context
- providing a balance of Aboriginal and non-Aboriginal elements of literacy requirements.

Ms Beattie showed how the major strategy, a series of workbooks known as *School of the Bush*, is used to deal with these issues.

The Rotary Literacy in Thailand Project

Rotarian Dr Saowalak Rattanavich
Rotary Club of Bangyak, District 335, Rotary International, and

Dr Richard Walker
Member, National Consultative Council for International Literacy Year, Australia

The Literacy in Thailand project is a five-year program aimed primarily at greatly improving the literacy teaching success rate for minority groups and other children in remote provincial areas of Thailand.

Srinakharinwirot University, the Thailand Ministry of Education, the Rotary Foundation of Rotary International, and Rotary Districts 335, 336 and 963 are undertaking the huge task of developing an entirely new literacy program in Thai for six elementary school grades. This involves the provision of teacher training programs and learning materials needed to implement the new programs in eight hundred schools spread over the four north-east rural provinces of Surin, Srisaket, Buriram and Chaiyaphum, where the project commenced in 1988. It has since spread to other needy areas in the country.

The project was suggested by Past District Governor Richard F Walker (District 963, Rotary International) who pioneered a literacy program for Australian Aboriginal children at Traeger Park Primary School, Alice Springs, in the 1970s and early 1980s. Dr Walker and his team developed the notion of a 'Concentrated Language Encounter' (CLE) to refer to the generation of a significant learning situation in which students learn language through use.

A first small study to test the efficacy of CLE methods for Thailand was conducted by Drs Walker, Brendan Bartlett and Saowalak Rattanavich in 1984. Subsequently a larger study was done as an action research exercise in the Srinakharinwirot University

demonstration school, where good results were recorded for Grade 1 children using their first language.

In the 1987 academic year, a study using CLE methods was conducted in Surin province. It was found that children's literacy developed well. Encouraged by the results, the Rotary Foundation of Rotary International agreed to fund the further development of the project to four other provinces in 1988 and the number has expanded since then. A randomly selected group of children outside the program was compared each year with the children in the project schools, using standardised tests of language proficiency provided by the Ministry of Education. The results from both 1988 and 1989 showed that students in the project group scored significantly better on the language tests than those in the control group. Parents, teachers, teacher supervisors, school principals and school librarians, reported that the project group borrowed more books to read than the control group and were far bolder speaking in Thai than was normal with such children. The majority also said that these children were generally more confident and self-expressive.

Rotary International's District 335 is expanding the program to the five southernmost provinces of Narathiwat, Yala, Songkhla, Satul and Pattani with a fund-raising objective of about ten million baht (approximately $A476 000). Encouraged by Rotary International, Districts 335 and 336, the project has also started in the northern provinces of Utradith and Chiang Mai, where children from hill tribes attend school. In mid-June 1990, the Bangkok Metropolitan Administration Education Office also asked for a joint project training program on literacy development for all primary schools in Bangkok.

To date, the Rotary literacy project has proven successful, although several years must pass before the first generation of children educated in its principles will finish school. Their progress will continue to be monitored closely for some time.

The Thai Ministry of Education, impressed by the general results of the project, has given

steadily growing support and, with its assistance, the work of the project is being extended to new provinces all over the country under the 7th National Economic and Social Development Plan (The National Primary Education Plan for 1992–1997). Indeed, so great is the Ministry's support that it has given every indication of willingness to take over responsibility for the project as Rotary prepares to withdraw its financial backing in a few years' time.

PRIMARY EDUCATION STRATEGIES FOR PEOPLE WITH DISABILITIES

Neurological damage and its effects on learning

Dr Simon Haskell
Dean, Faculty of Special Education and Disability Studies,
Victoria College, Burwood Campus, Victoria

Dr Haskell emphasised that knowledge of the functioning of a healthy brain system is necessary to understand the process of learning and the way learning difficulties arise if the brain is damaged. Brain damage is not a unitary phenomenon. It emanates from a variety of conditions with differing effects. To ascribe the label of brain damage to an individual there must be medical or clinical evidence, or other unequivocal signs of central nervous system damage, such as stroke, cerebral palsy, epilepsy, brain tumour, or penetrating head injury, etc. Brain damage can lead to functional disturbances and these include impairments in spatial perception, behavioural disorders, distractability, perseverance and hyperactivity. A number of programs, devised to ameliorate these effects, were discussed.

Education for people with disabilities in the Cook Islands and Fiji – developing models

Ms Penny Price
Lecturer in Special Education, Macquarie University, Sydney

Ms Price asserted that the pattern of services for people with disabilities in any situation is always the outcome of historical factors and current international 'best practice', as interpreted by the people responsible for establishing the services. Further, their form and scale is determined by cultural, economic, political, geographic and demographic factors.

The services being developed in Fiji and the Cook Islands have in common the qualities of dynamism, flexibility, and responsiveness to change, as they cater for people with disabilities from birth to adult life. Those in Fiji have been developed progressively since the inception of a School for Crippled Children in 1962, while those in the Cook Islands began much more recently, with the establishment of a workshop for adults with disabilities in 1981.

The task of providing adequate services, given limited financial resources and few trained personnel, is immense and this is compounded by the geographical isolation of small, remote island communities. However, the strategies being tried are creative, and unique. Factors of major importance are

- attitudes – creating awareness and acceptance of people with disabilities
- flexibility – promoting cooperation between education and health workers
- maximising the impact on disability using minimum resources – harnessing the energy available within the community.

A most significant, positive quality in both countries is the emphasis on and utilisation of a 'consultative' model, in pursuit of solutions to problems, changing circumstances, and the progressive development of services.

SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION STRATEGIES FOR WOMEN AND GIRLS

Looking forward to life after school

Ms Jan Grigor
Assistant Director, Education for Girls, Department of Employment, Education and Training, Canberra

Ms Grigor addressed the topic of supporting the transition of young women from school to employment. She investigated the notion that career planning for girls is based on outmoded assumptions and outlined the implications that this had for teachers and curriculum. The difficulties inherent in the current situation are that women's employment is concentrated in a narrow range of occupations. She then considered the strategies which are being used to improve career planning for girls, e.g. publicity posters showing levels of subjects (maths, physics, chemistry) required for particular occupations; parent information sessions; and girls-only residential seminars to consider subject and career options.

Strategies for supporting continuing education of girls and their entry into the workforce

Ms Judy McNamara
Deputy Director, Employment & Training Division, Department of Labour and Administrative Services, Darwin

Ms McNamara stated that in the current industrial and economic environment, a clear priority needs to be given to improving the employment prospects of women and girls, while contributing to the growing equity and efficiency of the Australian workforce. It is in the interests of current Australian Federal Government economic reform to recognise this large and diverse pool of under-used resources.

Ms McNamara argued for a different approach in preparing girls for the workforce, one which investigates a broad range of possible employment options, notwithstanding the often

traditionally male-oriented jobs. She urged a revision of entry level requirements and support for the endeavours of women and girls.

Ms McNamara stressed the importance of enabling young women to keep their options open. She raised the issue of working women being more vulnerable than men to change and discussed lack of representation in those structures which are capable of addressing training needs. She outlined a number of strategies for promoting successful transition from school to work.

The group expressed concern that change in girls' education was slow, but acknowledged that social change is a slow process. Other issues of concern related to the importance of gender-inclusive teaching and work-based child care.

WORKSHOP PROGRAM SESSION 2:

CURRICULUM AND PROFESSIONAL DEVELOPMENT PROGRAMS FOR INDIGENOUS PEOPLE AND MINORITIES

The introduction of a bilingual program – cohesion or division?

Dr Marilyn McMeniman
Senior Lecturer, Griffith University, Brisbane

Bilingual programs play a vital role in early-age schooling for young learners whose first language is incomplete. A proposal to introduce a Vietnamese bilingual program in a Queensland primary school led to concerns that it would be divisive and encourage an ethnic group to remain separated. In the past, educators tended to adopt an ethnocentric stance in that the aim for these 'disadvantaged' children was to remove cultural differences instead of teaching to those differences. Teaching to cultural difference is the aim of this new program. Learners are regarded as active participants in the learning process, actively engaged in the tasks set by teachers. It is often the level of that engagement that determines the quality of learning.

Tertiary education for all – the challenge for Aboriginal Australia

Ms Jane Davis, Mr John Ingram, Dr David McClay and Mr Ian Stewart
Batchelor College, Batchelor, Northern Territory

The Batchelor College panel, comprised of three staff members and one student, described the efforts of this tertiary education institution to respond to the challenge presented by Aboriginal Australians.

The challenge was defined as providing tertiary courses which are culturally appropriate as well as providing the skills and qualifications necessary for Aboriginal people to have access, equity and social justice in Australian society. Central to concerns expressed by Aboriginal people and communities are the issues of power and control linked to the goals of self-determination and self-management.

Aboriginals want to use education as a vehicle to control, maintain and perpetuate their culture but, because they live in two cultures, they must also be part of mainstream society in Australia.

Batchelor College is different from other tertiary colleges. Apart from the normal full-time on-campus studies, the College offers 'mixed-mode' studies where students are based for a large part of their time (50–80 per cent) in their home communities. These community-based programs are supplemented by short intensive workshops on campus.

The Associate Diploma and Diploma of Teaching awarded by the College are based on the following parameters

- teacher training should assist community development
- teacher training should assist the development of Aboriginal perspectives on contemporary issues as they relate to Aboriginal communities
- teacher preparation involves the development of 'both-ways' knowledge linking traditional knowledge, world view and community values
- teacher preparation should reflect community aspirations and expectations.

LITERACY STRATEGIES FOR PEOPLE IN POVERTY

Education for all: a framework for a Philippines Education For All Action Plan, 1990–2000

Mr Ramon Bacani
Assistant Secretary, Department of Education, Culture and Sports, Philippines

Mr Bacani reported on the Philippines Education For All Action Plan. He briefly sketched in the economic background and the particular problems to be addressed, particularly the high dropout rate in primary school and the increase in the school-aged population. Salient features of the plan are

- a direct focus on the specific groups most in need, e.g. the rural poor, those in urban

slums, women, and the gifted

- the design and development of alternative learning systems
- the improvement of learning achievement levels
- the development of values education.

Melanesian Literacy Project – strategies in women's literacy in Vanuatu

Ms Roslyn McDonald
Education Officer, World Vision Australia

Ms McDonald reported on strategies in women's literacy projects in Vanuatu, which are part of the Melanesian Literacy project being managed by the Melanesian Literacy Council on behalf of the government of the Republic of Vanuatu, the Solomon Islands and Papua New Guinea. The project team has adopted an area-specific, team-based approach, to train volunteer tutors and prepare materials for the development of skills-based literacy.

Following discussion, individual workshop members made the following recommendations

- people in poverty and the poorest countries should be recognised as 'disadvantaged groups' and special mention should be made of them in the Regional Action Plan
- assistance should be provided to establish schools in remote areas
- 'poverty' and 'literacy', being relative terms, should be clearly defined
- literacy projects should, wherever possible, include an income-generating component
- UNESCO should take a greater interest in helping countries develop valid measures of literacy
- Pacific Island nations which are not currently members of UNESCO should be encouraged to join, the joining fee being subsidised if necessary (UNESCO's own financial state notwithstanding).

PRIMARY EDUCATION STRATEGIES FOR PEOPLE IN REMOTE AREAS

The Tri-State Project – establishing cooperative services

Mr Geoffrey Iverson
Coordinator, Tri-State Project, Alice Springs

Mr Iverson described the Tri-State Project – a joint initiative of the Governments of the Northern Territory, South Australia and Western Australia – which is seeking to provide improved educational services to remote Aboriginal communities in central Australia. The strategies through which this can be done are essentially cooperative and are designed to maximise the efficiency with which educational services are delivered.

Servicing the homeland communities

Arch Crawford
Senior Education Officer (Aboriginal Outstations),
Northern Territory Department of Education, Darwin

Mr Crawford gave a pictorial overview of the manner in which educational services are provided. This included some interesting insights into Aboriginal communities in general and homeland centres in particular. He contrasted the different building styles in tropical and arid areas and described the facilities and resources being used in providing education to Aboriginal children.

School non-attendance in schools for Aboriginal students in the Northern Territory: whose problem?

Mr David Parish
Assistant Superintendent, Darwin Aboriginal Schools,
Northern Territory Department of Education, Darwin

This paper focused on the present high level of school non-attendance by traditionally-oriented Aboriginal children in Northern Territory Government schools. Mr Parish made specific reference to two communities in which his research was conducted during 1988 and

1989. Data collected in interviews with various stakeholders suggested reasons for this non-attendance and some strategies to overcome this problem were proposed.

Mr Parish briefly discussed current research on Aboriginal world views, Aboriginal learning styles and Aboriginal socialisation processes. He related these to his research findings. Factors affecting attendance included lack of sleep, teasing, 'remoteness' of the school from the community, frequent family absences from the community and lack of appropriate or adequate family resources. Aboriginal socialisation and child-rearing practices had some bearing on attendance patterns as well.

In suggesting strategies that could help reduce the current level of non-attendance, the Aboriginal people interviewed had focused strongly on the development of strong relationships between the participants in the educational program: parents, community, the school and the Department of Education. The non-Aboriginal people who had been consulted had made suggestions which, while recognising the need for appropriate cultural understandings and the use of Aboriginal learning styles, focused on organisational factors. These findings reflect the different world views which influence education in Aboriginal communities.

The paper concluded with some suggestions for action, based on the ideas provided by the research participants. It was stressed that while these were only suggestions, they had support since they were based on participants' thoughts and ideas and, thus, were ideas from which cooperative actions could emerge.

The three presentations (by Messrs Iverson, Crawford and Parish) focused on the problems of providing primary education to Aboriginal children in the Northern Territory and Central Australia. The three presentations raised a number of common concerns, including

- the huge area of the Northern Territory (over one million square kilometres) and remoteness from other capitals

- the huge costs involved in education provisions
- diminution of learning outcomes despite increased inputs
- curriculum discontinuity through movement of Aboriginal communities
- low per capita incomes and limited employment opportunities
- reliance on non-Aboriginal people for technical expertise
- lack of experience on the part of staff appointed to schools
- staff turnover
- lack of consistency in policies and programs across the three States (NT/SA/WA)
- the fact that thirty-two per cent of the Aboriginal population live in more than five hundred separate homeland communities
- poor accessibility caused by factors such as poor roads, the wet season, and remoteness
- the age range of students – from three to over twenty years of age
- irregular attendance – the average student misses one and a half days per week
- the difference in the world view of Aborigines and non-Aborigines
- the difference in learning styles preferred by Aboriginal and non-Aboriginal people.

In dealing with these problems, a range of strategies was suggested, which included the following

- cooperation among the States is the basic strategy required for improvement and change to onsite educational services
- a joint approach to policy and planning should be adopted by the States
- each community must be responsive to its own needs
- a single education structure is needed and a unified approach is advocated
- a greater number of Aboriginal graduates must be ensured to meet the need for more qualified Aboriginal teachers
- facilities must be improved
- the school needs to be part of the community and school staff and parents must establish a productive and harmonious relationship

- the pre-appointment training of non-Aboriginal teachers should include studies on Aboriginal world views and learning styles
- the promotion of an Aboriginal ethos in schools and communities should be continually encouraged.

SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION STRATEGIES FOR PEOPLE WITH DISABILITIES

Students with special needs: learning disabilities

Mr Tony Watson
Associate Professor and Dean, Faculty of Adult Education,
University of Technology, Sydney

Mr Watson highlighted the fact that many students with special needs are now moving on to TAFE. Generally, teachers faced with these students feel unprepared. Unfortunately, the success of these students relies heavily on the teacher. Teacher educators also feel inadequately prepared in giving teachers the skills to cope with these students. Students classified as 'learning disabled' are often very difficult to identify because their disabilities may be hard to isolate.

Effects of Aboriginal students' hearing loss as an inhibitor to developing work skills – literacy and numeracy

Mr Damien Howard
Adviser in Behaviour Management,
Northern Territory Department of Education, Darwin

Mr Howard analysed the situation of the hearing-impaired Aboriginal child whose mild hearing loss has resulted from *otitis media* (middle ear infection). It is often hard for the class teacher to identify these children but the effect of *otitus media* on Aboriginal students' learning is significant. The hearing-impaired child is handicapped in many ways because English is usually his or her second language and the European style of language-oriented instruction is culturally alien. The effect on behaviour, attendance and success is immense.

Adequate teacher preparation and appropriate teaching styles were highlighted as major contributors to student success. Discussion focused on the need for teacher education courses to reflect the needs of these students. Failure at school/TAFE can perpetuate these students' social inadequacies and problems. Students with learning disabilities or mild hearing impairments do not fit easily into funding or disability classifications. A more flexible funding model is necessary to cater for these students. Balanced bicultural education is of particular benefit to Aboriginal students experiencing hearing loss.

ACCESS AND EQUITY PROGRAMS FOR WOMEN AND GIRLS

Encouraging women and girls from non-English-speaking backgrounds to fully participate in work and continuing education

Ms Margaret Orwin
Research Officer, Northern Territory Department of Community Services, Darwin

Ms Orwin outlined some of the many issues faced by women of non-English-speaking background (NESB), initially through her own experiences and then through a national forum established to develop policy in the areas of health, language and work participation. However, some issues can be examined in isolation.

She commended federal government initiatives and legislation that have assisted in overcoming discrimination, such as equal opportunity and affirmative action laws, but she noted that not all departments had responded and some thought discrimination issues were of marginal importance. She also indicated that national strategies often need to be 'localised' so that they can be implemented. She further observed that participating in national forums required specialised skills such as dealing with the bureaucracy. Women from non-English-speaking backgrounds did not necessarily have these skills.

The age at which NESB women migrate to Australia has a bearing on needs and services. Above all, these women should have a choice of services to achieve access and equity. A

support system that is clearly described in all languages and reaches those for whom it is intended has yet to be found.

Educating women for public life: a New Zealand perspective

Dr Wilhelmina Drummond
Senior Lecturer in Education, Massey University, Palmerston North, New Zealand

Dr Drummond outlined the difficulties faced by women in shifting from the traditional homemaker role to work outside the home in the public arena. Despite significant 'firsts' achieved by New Zealand women in politics since 1893, and improved representation in employment, there remains a gap between Maori and non-Maori women's participation rates in the labour force, and barriers to equal labour force participation remain. Women continue to be poorly represented at the senior levels in most occupations.

Dr Drummond outlined an education strategy to prepare women for public life, which included the acquisition of four fundamental skills: assertiveness, negotiation, decision making and communication, and stressed that the teaching of assertiveness should start at an early age.

Education for girls in secondary schooling

Mrs Edna Tait
Principal, Tikipunga High School, Whangarei
(Member, New Zealand National Commission for UNESCO)

Mrs Tait outlined the need for attitudinal change as well as structural change in secondary education for girls. She emphasised that too often access and equity issues remain in the academic domain and, as a result, changes come slowly. She highlighted this with a case history of 'Sara' whose life closely mirrored Edna's definition of the worst scenario for a person in New Zealand: that is, to be a woman or girl, Maori, disabled, and from a lower socioeconomic background.

Mrs Tait focused on structural change to bring about access and equal participation so as to ensure the best secondary schooling possible. To achieve this it is necessary to examine and consider every facet of the total school environment as outlined by a multi-ethnic model of education.

Structural change is seen as essential because girls attend co-educational schools that have been designed by men for boys. The 'new' school should not convey mixed messages; this would ensure real access and equity. Among many other characteristics, such a school needs a horizontal management structure where decision making is achieved through consensus.

The following comments and observations were made in the ensuing group discussion

- networking was seen as a significant combination of skills needed by women to succeed in public life
- the three speakers raised questions as to the intent of access and equity
- women may benefit if they determine the purpose of access/equity through a well defined feminist analysis
- men typically lack the ability to see themselves clearly because of their own socialisation process and will benefit from the 'revolution' in curriculum development
- access and equity for women may best be achieved through a directed intervention approach.

WORKSHOP PROGRAM SESSION 3:

LITERACY STRATEGIES FOR INDIGENOUS PEOPLE AND MINORITIES

Australia's indigenous peoples' participation in Higher Education

Dr Mary Ann Bin-Sallik
Head of School, Aboriginal Studies and Teacher Education Centre,
South Australia College of Advanced Education, Adelaide

Dr Bin-Sallik said that enclave programs have given Aboriginal people entry to higher education but there is a danger that their status within the higher education institutions may lead to the marginalisation of Aboriginal education in these institutions. She stated that annual funding with no ongoing guarantees restricts planning and program extension, leads to limited tenure for Aboriginal staff and restricts the range of higher education options for Aborigines to teacher education, health and social welfare courses and that, in general, enclave programs have not led to changes in mainstream offerings with regard to course content.

She noted that the skills and dedication of Aboriginal staff are critically important, but many staff members currently have limited experience in their current positions and in higher education generally. There is a high staff turnover which can be linked to poorly defined industrial conditions and role statements and non-tenured staff have no voice in decision-making forums.

There is a real need, she said, for staff tenure, proper professional development opportunities, and negotiated industrial conditions.

Despite these limitations Aboriginal students have high commitment and motivation and they succeed despite limited primary and secondary educational success.

She raised two main issues

- how higher education institutions account for funds provided to their Aboriginal programs
- how Aborigines can be heard in higher education institutions in relation to course content and teaching methodology

and noted one major strength, that

- enclave programs have empowered Aboriginal adults.

PRIMARY EDUCATION STRATEGIES FOR PEOPLE IN POVERTY

Poverty in relation to access and equity in primary education in New Zealand

Mr Aleki Silao
Acting Deputy Manager, Ministry of Education, Rotorua, New Zealand

Mr Silao gave a description of the new reforms being introduced to the New Zealand education system. These include the setting up of boards of trustees comprising community and professional representatives, and schools receiving government funds and having a charter developed through consultation within their community. Extra funding has been given, including equity funding which enables schools to enhance and retain Maori language and culture. These new measures will help school communities look to their own needs and enable them to make collective decisions about addressing them.

The plight of Aboriginal people in education

Ms Isabelle Proctor
Manager, Aboriginal Planning, Ministry of Education, Western Australia

Ms Proctor spoke on the plight of Aboriginal people in education. She gave historical and current perspectives on what poverty means for Aboriginal people, stressing that this is not necessarily a poverty of community and personal relationships. Schools have not appreciated the backgrounds of the Aboriginal children. Many efforts begun in the 1970s to

overcome the problems did not succeed. In 1985, the National Aboriginal Education Committee (NAEC) identified aims which are still appropriate. They take into account Aboriginal learning styles and pedagogy.

Ms Proctor concluded by saying there are big challenges ahead if we are to overcome poverty for Aboriginal people but through real commitment, cooperation and consultation these challenges must be tackled.

Questions during discussion time centred upon recent New Zealand initiatives; in particular, how school principals had found working with trustees. Guidelines are being developed to help. There is also a need to educate all people, to overcome the 'backlash' which has resulted from the introduction of affirmative action programs. This is equally true for the new national Aboriginal Education Policy in Australia. As it has been previously observed, 'education is too important to be left to governments alone – communities, parents, pupils, educationalists all need to voice their ideas'.

SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION STRATEGIES FOR PEOPLE IN REMOTE AREAS

Caring for deprived groups of community: the Indonesian scenery

Dr Benny Suprapto
Director for Technical and Vocational Education,
Ministry of Education and Culture, Indonesia

Dr Suprapto first outlined some of the problems of providing education in remote areas. These include a population of over one hundred million which is increasing by two and a half million per year, communication problems across many islands, and over one hundred languages/dialects and diverse ethnic and cultural origins. He outlined the development of primary and secondary schooling and the problems associated with rapid development. Referring to the School/Work Interface, he stated that in the late 1980s, fifty-three per cent of the labour force had no formal education, thirty-four per cent had primary education only,

eleven per cent had secondary education, and only two per cent tertiary education. Consequently, technical and vocational schools at upper secondary level (15–18 years) are receiving high priority. One difficulty is that tertiary and vocational schools are expensive to run and are aimed at low-income families. This leads to funding problems. Efforts are being made to pair these schools with industries and other enterprises which would possibly employ graduates and thus, hopefully, ensure the relevancy of training programs. Another approach is to establish production units within schools to incorporate the world of work within an educational framework.

Meeting secondary-aged and adult learners' needs through Community Education Centres

Ms Margaret Culmsee
Project Officer, Community Education Centres,
Northern Territory Department of Education

Ms Culmsee outlined the philosophy and background behind the development of Community Education Centres (CECs), which have been planned to meet the needs of secondary-aged and adult learners in Northern Territory Aboriginal communities, and described the organisational structure of the CECs. She gave reasons for the processes used in developing four Technical and Further Education accredited courses leading to certificate awards. These cater for fifty-five per cent of school time, with community-based curriculum taking up the remainder. Finally, the implementation process was outlined, including the role of the CEC Principal and the local CEC council or board.

ACCESS AND EQUITY PROGRAMS FOR PEOPLE WITH DISABILITIES

Mainstreaming

Mr Abu Saim bin Daud/Daot
Assistant Director, Special Education Unit,
Special Secondary School for the Blind, Kuala Lumpur

Mr Daud/Daot presented an adaptation of the Cascade continuum model for provision of special education services. This ten-level model has had an impact on Malaysian mainstreaming and integration. The Malaysian Ministry of Education cooperates with a number of other departments and agencies in the provision of educational and rehabilitation services for the disabled. Special schools have been established for the visually and hearing impaired as well as hostels to accommodate remote area students with disabilities. Further, the Malaysian Government has imposed a one per cent quota so that disabled people can be employed within the private sector.

Family and disability

Professor Paul Berry
Chairman, Academic Board, James Cook University of North Queensland, Townsville

Professor Berry said that parents could take the role of teachers and professionals in helping disabled children, but too much pressure should not be placed upon them. A recent study undertaken at James Cook University indicated that, on almost every variable, parents of a child with disabilities had more daily problems and concerns compared to contrast families who did not have a child with disabilities. These included health, educational and welfare issues as well as personal and financial problems.

In providing services for children with disabilities in community and family settings, it is important to provide the family, as a unit, with the necessary infrastructure required to support the child's development and integration into the community. Many studies do

indeed show that integration and mainstreaming work, but it should not be at the cost of family poverty, disunity and discontent.

Following discussion, the group agreed on the following propositions.

- Information exchange between parents and professionals should be open and free.
- The question of mainstreaming versus specialised schooling depends on such factors as the nature and severity of the disability, the age of the child, the extent of isolation as well as the special resources and equipment.
- More financial support is required for families with children who are, or become, disabled. This requires in turn greater political awareness of, and commitment to, the problem of disability.

CURRICULUM AND PROFESSIONAL DEVELOPMENT PROGRAMS FOR WOMEN AND GIRLS

Curriculum and professional development – rhetoric to reality

Ms Brownyn Campbell
Senior Education Officer, Cultural Equity, Department of Education, Queensland

This paper briefly reviewed some Australian initiatives with regard to curriculum and professional development in women and girls' education, and considered major issues that need to be addressed if real change in the classroom is to occur.

The relationship between attitudes, beliefs and behaviour was explored. Issues concerning personal realities and organisational/structural barriers in the belief–behaviour continuum were considered.

Ms Campbell analysed some key concerns in teacher practice and discussed ways in which the education of women and girls might be enhanced.

Why females only?

Ms Lesley Horn
Programs Development Officer, Office of Equal Opportunity,
Northern Territory Department of Labour and Administrative Services, Darwin

This presentation considered some of the ways in which the socialisation of males and females is different. The outcome is that many women and girls lack self-confidence, self-esteem and life-management skills. They develop different interpersonal and communication styles from their male counterparts, and have learnt to defer to men in most situations such as discussion groups, in school classrooms and training programs.

In mixed groups, males tend to control conversational agendas and females are usually denied leadership roles. In female-only groups women and girls can deal with issues central to their interests. Providing females with supportive, non-threatening learning environments, shared with others with similar experiences, would allow women to work in new ways, that may be applied to other situations.

Ms Horn referred to her work in designing and delivering programs to students in preschool, primary, secondary and tertiary institutions as well as management training for female public servants. The programs have focused on the need to provide a different kind of education and training from that which has traditionally been presented. Experience has shown that many training courses seek to impart skills that women already have, they do not address issues that are relevant to women and are often delivered in an unsuitable style.

Issues to be considered in planning and delivering programs for women in training and development, and for girls in schools include

- the relationship between self-esteem and the success females achieve in school and at work
- the value of female-only programs

- ensuring that the learning experiences provided in curricula in schools and training institutions is appropriate to the learning styles of females
- the responsibility of organisations to cater for the needs of females.

It was suggested that the most basic requirement, if education for females of any age is to be effective, is a positive self-image, and that this was best acquired (or re-acquired) through female-only classes.

Aboriginal women in business

Ms Cheryl Ahoy
Consultant, Goorie Mabul, Media, Education and Management Consultants,
Armidale, New South Wales

Ms Ahoy's paper was tabled in her absence.

Goorie Mabul is a privately owned Aboriginal organisation which began in 1985. It provides a variety of services to Aboriginal and non-Aboriginal groups and organisations.

The organisation has four divisions

- The Cultural Heritage and Education Department
- The Economics Department
- New England Designworks, which specialises in desktop publishing, marketing and computer sales
- Goorie Mabul Productions, which handles audiovisual productions. Packages offered by Goorie Mabul include a Crosscultural Awareness Kit, Heritage Training, Self-Development, Management and Administration, Community/Program Development, Train the Trainer, Small Business Development, Group Dynamics, Computer Training, Sustainable Agriculture, and Marketing for Aboriginal Organisations and Enterprises.

These papers (by Ms Campbell, Ms Horn and Ms Ahoy) generated lively discussion about ways change in the whole area of curriculum and professional development for women and girls could be achieved.

Structural considerations and needs included

- policy and systemic changes which went beyond those considered politically expedient
- curriculum adaptations, both in content and pedagogy
- a critique of existing management courses
- provision of courses endorsing women's management styles
- opportunities for Aboriginal women to determine their own needs and obtain the necessary resources
- single sex provision, where appropriate, to allow women and girls to establish their own perceptions of equality
- award restructuring, which (it was acknowledged) represented a 'dangerous opportunity' because of the pitfalls
- 'systematising' responsibility for the education of women and girls.

Attitudinal considerations included

- the need for critical reflection on assumptions about women and girls, recognising the difficulties individuals might have acknowledging the restrictions of their own mental categories
- the usefulness of 'critical incidents' that might help individuals to make visible those constructs that have become invisible
- the need to go beyond belief and rhetoric about gender, and link these to changing practice, e.g. classroom practice.

WORKSHOP PROGRAM SESSION 4:

PRIMARY EDUCATION STRATEGIES FOR INDIGENOUS PEOPLE AND MINORITIES

Hearing loss, language and learning in Aboriginal children

Ms Anne Lowell
Doctoral Scholar, Menzies School of Health Research, Darwin

Ms Lowell outlined the enormity of the problem of *otitis media* amongst Aboriginal children in the Northern Territory. *Otitis media* is an inflammatory condition of the middle ear which causes significant conductive hearing loss. The indigenous people of the Pacific region appear to be particularly prone to it. Research is currently being undertaken into the possible language and auditory processing difficulties experienced by children in the classroom. However, the following strategies can now be implemented within the learning environment: a reduction in noise levels in the classroom; small group work activities; implementation of an effective language program; and insistence on access to medical and surgical treatment options.

Education for cultural development

Dr Bob Teasdale
Senior Lecturer in Education, Flinders University, Adelaide

Dr Teasdale stressed that if the basic learning needs of every individual are to be met the 'culture factor' must be recognised. Basic learning tools cannot be acquired in a cultural vacuum.

He went on to describe a UNESCO sub-regional seminar he has been asked to plan on the theme 'Education for Cultural Development'. The seminar will focus on the 'culture factor' in relation to curriculum content (what knowledge we teach), curriculum process (how knowledge is transmitted) and curriculum context (where learning takes place).

Independent schooling: the Yipirinya experience

Mr Kevin Buzzacott
Director, Yipirinyua School, Alice Springs

Mr Buzzacott consolidated the previous speaker's contributions by drawing attention to the realities of Aboriginal education: 'We need these places of learning because we are hungry for learning – we need educating and re-educating. It doesn't matter where you go, you can see the trouble – see the need'. He emphasised that: 'We need assurance that our needs are going to be looked at. We cannot go on living the way we are because that's not really living. People have to learn to communicate. We have to get the channels cleared. We still have walls to break down'.

SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION STRATEGIES FOR PEOPLE IN POVERTY

Aboriginal people, substance misuse and education – the work of the Council for Aboriginal Program Services

Ms Wendy Eccleston
Coordinator CAAPS, Gordon Symons Centre, Darwin

Ms Eccleston discussed substance misuse and specific intervention treatments which have been developed for traditional Aboriginal people. Utilising a family disease concept, derived from the Minnesota Model, chemical dependency is treated in conjunction with co-dependency in the family. She outlined the role of Aboriginal people as educators and facilitators and the involvement of professional people in the treatment process.

Other issues covered were the cause of substance misuse, achievements in preventative measures, the importance of Aboriginal self-management in intervention programs and the implications of substance abuse for teachers and education service delivery.

New horizons behind closed doors

Ms Susan Campbell
Prison Education Coordinator, Northern Territory Department of Education, Darwin

Ms Campbell emphasised the low literacy skills of many prisoners and the need for education with an employment training bias. Programs incorporating 'Literacy for Life' were seen as particularly relevant for those with an intermittent educational history. Client involvement in program development was considered to be important.

Two of the issues discussed were the difficulties associated with providing an educational service across two departments (Education and Correctional Services) and the role of external organisations.

Education for all. Sure! But education for what?

Dr John Roughan
Head, School of General Studies, Solomon Islands College of Higher Education

Dr Roughan outlined the impact of the Village Education Outreach Program which, through the use of alternative education methods, is fostering a renewed interest in education. Strategies have been adopted for the improvement and acknowledgment of local people as educators and as owners of valuable resources. The new approach to education is providing a more effective model of education for a scattered population speaking more than seventy-five local languages.

The influence of a modern development-oriented culture and cash economy is powerfully changing the traditional, self-reliant lifestyles of village people. The task that lies ahead is to negotiate realistic alternatives and priorities in education which would allow the preservation of a longstanding way of life.

ACCESS AND EQUITY STRATEGIES FOR PEOPLE IN REMOTE AREAS

Making education more relevant – a Papua New Guinea perspective

Mr Peter Baki
Assistant Secretary, Curriculum and Development, Department of Education,
Papua New Guinea

Mr Baki stressed the limitations of classroom-oriented education and the importance of making education relevant to the learners, communities and people of Papua New Guinea. Education is a lifelong process which starts at home. It must address the needs of the masses but not ignore the small percentage that continue to tertiary education.

Papua New Guinea has taken a step forward by adapting the curriculum to fit the needs of Papua New Guinea people through the introductions of Tok Ples Schools which educate the young through the vernacular first, then English later.

The Tok Ples Schooling system stresses

- practical skills associated with the students' daily living, e.g. planting and harvesting crops
- preservation and development of Papua New Guinea's cultural heritage
- spiritual values
- participation of parents, communities and educators
- blending Papua New Guinea's cultural heritage with modern technology and a modern socioeconomic system
- flexibility in timetabling to accommodate village-based activities such as fishing and gardening.

The Tok Ples initiative has given motivation, and a real sense of responsibility to children, parents, communities and educators because they see the value, relevance and potential use of their education system.

Isolated Children's Parents' Association perspective on the provision of primary and secondary education to people living in remote areas

Mrs Pat Elliott
Northern Territory State President and Federal Councillor,
Isolated Children's Parents' Association

Mrs Elliott identified a series of problems which relate to the education of non-Aboriginal children living in remote areas. These included a lack of trained teachers and supervisors, insufficient appropriately designed materials and other resources, isolation from town centres and the central resource pool, and a lack of relevant teaching methods.

Appropriate printed materials and facilities must be provided to remote schools. The distance learning mode, while suitable, must be accompanied by a support system to make it work. The School of the Air and the Distance Education Centre are services which have been developed in the Northern Territory to cope with the demand.

Mrs Elliott called for more support from Government in terms of research into the needs of remote areas and coordination of remote area education modes.

Professional support systems for primary school teachers and student active learning: the Indonesian experience in improving the quality of teaching and learning practices

Professor Dr Moegiadi
Secretary, Office of Education and Cultural Development,
Ministry of Education, Indonesia

Professor Dr Moegiadi spoke on the importance of integrating the learning process with other components which have an influence on the learner, e.g. teachers, the curriculum, parents, communities, employers and the socioeconomic environment. The training of teachers, and how and where learning takes place are also important variables to consider.

The main features of this integrated model are that it has grassroots approval, strong

leadership, sense of ownership, sustainability, parent and teacher participation. Schools are clustered with a teachers' centre serving each cluster group so that teachers can discuss common concerns, classroom problems, students' needs, programs and societal requirements. Implementing this project will require an enormous injection of funds from outside Indonesia.

Discussion suggested that aid donors consider providing resources for countries that experience difficulty in providing education because of their remoteness. Kiribati, in particular, has expressed the need for more text books and materials.

CURRICULUM AND PROFESSIONAL DEVELOPMENT PROGRAMS FOR PEOPLE WITH DISABILITIES

Education for all – the role of assessment and certification

Mr Rod Grosvenor
Secretary, Schools Board of Tasmania

Mr Grosvenor analysed the objectives and structure of the Tasmanian Certificate of Education (TCE). The TCE, commenced in 1990, is a four-year summative statement of achievement from Year 9 to Year 12, designed mainly to provide public recognition of students' achievement and to encourage students to remain in the school system. The TCE is predicated on a recognition of student rights and provides a base for 'Certification for All' which is an essential ingredient in the achievement of social justice. It is based on clearly articulated learning objectives and criteria upon which statements about achievement can be written. Consequently, for the first time, the needs of students with disabilities can be considered from a base of certifying achievement in line with standard assessment processes. The four-year cumulative record of achievement will be an important additional resource for the teacher and student in the area of special education.

Historical perspectives of special education and its relevance in developing countries

Dr Simon Haskell
Dean, Faculty of Special Education and Disability Studies,
Victoria College, Burwood Campus, Melbourne

Dr Haskell traced the influence of philosophers and educationalists on people's thinking about children with disabilities. He referred to the work of Locke, Rousseau and Itard, in particular, and credited them with arousing the intellectual curiosity of early physician educators.

Despite the advances which have been made in special education since then, Dr Haskell argued that there are real dangers to be confronted. In some developing countries, for example, public funds are diverted for military purposes. He reminded his listeners that the cost of one missile was equivalent to maintaining a special education class for a year. Another danger is that sociologists are asserting their right to dictate special education policy. Dr Haskell emphasised that special education was a broadly based interdisciplinary field which could not afford to succumb to a political movement which understood integration to mean that we no longer need specialist teachers and resources.

After the two papers had been presented by Messrs Grosvenor and Haskell, discussion focused on TCE assessment as a summative process and concern over the reduction in resources and support for special education.

LITERACY PROGRAMS FOR WOMEN AND GIRLS

Fostering literacy for all women and girls

Professor Frances Christie
Professor of Education, Faculty of Education,
Northern Territory University, Darwin

Professor Christie took, as her focus group, girls in urban situations in Australia. Some preliminary observations were made about the nature of language. While very much a part of life and yet carrying values and powerful cultural ideas, language remains invisible. The duality between content and form does not exist in language; one is encoded in the other.

Language must be studied through whole texts, rather than isolating words and sentences, so that the focus on meaning is maintained. The study of texts brings one face to face with concepts concerning women and girls in Australia today. 'Maleness' and 'femaleness' are defined in printed materials. As studies have shown, school readers continue to portray boys as active in their world and girls as passive . Yet, girls are apparently highly successful at reading and writing. Professor Christie asked why this has not resulted in more women being represented at top levels of academic and business life. Instead, their skills are generally employed in the service of others, as clerks and secretaries.

Girls must be taught through a wider variety of text types, exposing them to materials which show many more options. Teachers must be encouraged to be interventionist in making students literate in a much wider sense, so that they are critically aware of the values implicit in the texts they study.

WORKSHOP PROGRAM SESSION 5:

SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION STRATEGIES FOR INDIGENOUS PEOPLE AND MINORITIES

CURRICULUM AND PROFESSIONAL DEVELOPMENT PROGRAMS FOR PEOPLE IN REMOTE AREAS

At the request of the participants who attended, the two workshop groups combined for this session.

Meeting the challenge in Western New South Wales: providing an appropriate curriculum for students and dynamic professional development for staff

Mr Frank Fisher
Assistant Director-General, North West Region, Department of Education,
New South Wales

Mr Fisher spoke of the challenge in western New South Wales of providing an appropriate curriculum for students and a dynamic professional development program for staff. Both programs serve mixed population groups of Aboriginal and non-Aboriginal people. The major problems do not so much concern resources, as developing an appropriate curriculum which addresses the needs of both Aboriginal and non-Aboriginal people and helping staff to understand students' world views.

In combining the development of the curriculum and professional staff, the latter are encouraged to communicate directly with the communities; listening to them is the vital key. The importance of the school and community working together was emphasised. In this way a curriculum can be devised to suit all, not just a minority or a majority.

Warlpiri Enterprises – making an income without losing a culture

Mr Francis Jupurrula Kelly, Ms Sarah Napaltjarri Ross,
Mr Peter Toyne, Mr Warren Japanangka Williams
from the Yuendumu Community Education Centre, Northern Territory

The speakers from Yuendumu Community discussed the activities of their organisation known as 'Warlpiri Enterprises'. They considered some complex issues surrounding the use

of Aboriginal cultural knowledge in commercial activities for personal gain. Warlpiri Enterprises offers a wide range of information about the local culture, including stories in the Warlpiri language on audio and video tapes, paintings, printed objects and artifacts. These items are being sold to the public by Warlpiri Enterprises, but only with the permission of the elders who advise which designs, stories, paintings and artifacts can be released to people outside the community.

With an annual turnover Australia-wide of $30 million, the sale and distribution of cultural knowledge through art is a reality. As cultural commodities move into the marketplace some disturbing questions associated with the commercialisation of this knowledge are raised and there is a danger that sovereignty may not be respected. At Yuendumu, the setting up of Warlpiri Enterprises five years ago was designed to ensure that the control of Aboriginal cultural knowledge remains in Aboriginal hands, and to help the people keep their culture alive for the future of their children.

Developing a workshop-driven curriculum for homeland schools in the Laynha region of North-East Arnhem Land

Mr Leon White and Ms Raymattja Marika-Mununggirritj
together with Centre Staff
Yirrkala Community Education Centre, Northern Territory

The speakers from Yirrkala described how they have been developing a 'workshop-driven' curriculum for homeland centre schools in North-East Arnhem Land. The curriculum has been designed as an integrated package, in accordance with the philosophy of 'both-ways education'; that is, an education which incorporates knowledge from the Aboriginal and Western worlds. Language, science, maths and art are all included in this integrated curriculum.

One of the most important starting points is the knowledge that the old people have. This is known as *galtha rom*, the point at which we begin to learn formal knowledge, and is best

achieved through learning from the elders. School knowledge can be set within this framework. When Yolngu (Aboriginal) people talk about both-ways education, they do not mean dualism. The concept (which is summed up in the term *garma*) implies negotiation, ebb and flow, give and take. When two cultures as different as the Western and Aboriginal contribute knowledge to the same curriculum, it is especially important that there be agreement about what is to be included. The curriculum seeks to build a bridge linking the two societies. However, some non-Aboriginal people still deny that this sort of education is possible.

ACCESS AND EQUITY PROGRAMS FOR PEOPLE IN POVERTY

Social Justice – how do we identify the target group?

Mr Dennis Griffith
Director, Planning and Coordination Branch,
Northern Territory Department of Education, Darwin

Mr Griffith examined the issue of identifying poverty, in the Australian context, with a view to determining how effectively this has been done. He described the historical background to the Commonwealth Government's Disadvantaged Schools Program in terms of defining indicators of disadvantage, and concluded that traditional and revised indicators of educational disadvantage have militated against the Northern Territory in the allocation of funds. Mr Griffith explained the need to examine indicator suitability to individual circumstances, devise indicators in consultation with the States, involve local people in management of specific purpose programs, and the need for empirical evidence in defining indicators.

Rural poverty – a worry for concerned educators

Mr Tom Johnson
Coordinator, Queensland Non-Government Disadvantaged Schools Program,
Brisbane

Mr Johnson focused on the provision of education for children in rural areas and described the characteristics of rural dwellers and the circumstances of their rural poverty, with particular reference to the situation in Queensland. He stressed the need to acknowledge the importance of community involvement and to take into consideration the range of variable circumstances which exist in rural areas so that deficiencies in providing educational opportunities for rural children can be reassessed.

Poverty and inequality in education: some dilemmas for Third World countries

Ms Anne Hickling-Hudson
Lecturer, Department of Education Studies,
Queensland University of Technology, Brisbane

Ms Hickling-Hudson considered various socioeconomic issues, which stem from educational inequities in developing countries, and discussed some of the dilemmas that may arise from certain policy choices.

She said that it was necessary to consider the political and philosophical framework behind programs which are being implemented with disadvantaged groups and she stressed the need to consider carefully agency support for education, especially with respect to equity.

To this end, Ms Hickling-Hudson proposed a model which enables developing countries to examine how inequity functions in education systems for people of varying socioeconomic backgrounds. She also discussed some of the consequences of inequity in terms of economic and social underdevelopment and outlined various approaches which have been put forward as options for tackling these problems.

LITERACY STRATEGIES FOR PEOPLE WITH DISABILITIES

Literacy and disability

Professor John Elkins
Director, Schonell Special Education Research Centre,
University of Queensland, Brisbane

Professor Elkins conducted this session as a real workshop. He provided a framework for discussion based on the following topics

- Access to text
- Developing a language base for literacy
- Curricula aspects
- Uses of literacy.

The participants worked in small discussion groups to develop specific objectives and strategies relevant to National Action Plans. Some of the issues raised and discussed were

- people with disabilities need to have the same rights as others to develop active literacy
- self-advocacy is an important skill that needs to be acquired
- functional literacy enables people to make real choices
- lifelong access to literacy is a policy goal worth pursuing
- action plans need to clearly articulate the rights, principles and values that involve people with disabilities and their real needs.

The groups also discussed establishing personal relationships and social networks, school-to-work skills development and on-going education and skills development in the workforce. The principle of cooperative learning was a central focus of all objectives and strategies.

PRIMARY EDUCATION STRATEGIES FOR WOMEN AND GIRLS

'Because boys are boys and girls are girls': gender in the primary school

Dr Anne Butorac
Senior Consultant (Equity), Ministry of Education, Western Australia

Dr Butorac stated that some assumptions about gender stereotyping in primary school have been critically examined but there are other, less obvious, gender-based assumptions underlying school activities and these need to be uncovered by vigilant observation, with the assistance of the children themselves. Action research techniques should be implemented so that taken-for-granted school practices can be revised and examined. She referred to publications such as *Person to Person*, *Kids Talk* and *Finding Out* which identify recommended action research approaches for looking at gender issues in primary school.

The statement 'boys are boys and girls are girls' needs to be confronted and reconsidered in the light of the children's actual abilities and potential. The strategies that are needed include early and pervasive intervention on multiple fronts.

Education for girls in primary school settings

Dr Merridy Malin
Lecturer, Faculty of Education, Northern Territory University

From the educational point of view, Aboriginal boys and girls are similarly disadvantaged. Dr Malin referred to an ethnographic study which she conducted in two Transition/Year 1 classrooms in Adelaide. She found that both boys and girls were largely invisible in their moments of achievement and highly visible when they transgressed classroom rules. In the early stages of schooling, there is an obvious distinction between Aboriginal students from monocultural Aboriginal backgrounds and those from bicultural Aboriginal/Anglo families. Children from the latter typically speak Aboriginal English and possess skills which may not be valued by non-Aboriginal teachers.

Case Study Excursions

Case studies were organised at thirteen relevant centres within the Darwin region. The program for each included

- an initial briefing
- a guided tour
- relaxed discussion with staff
- an opportunity to provide feedback about what they saw and heard.

A brief account of each case study excursion has been included in this section of the report.

ADULT MIGRANT EDUCATION CENTRE

The staff of the Adult Migrant Education Centre prepared a comprehensive program for the visitors. A series of presentations and displays illustrated all aspects of the Adult Migrant English program throughout the Northern Territory. Presentations included short introductory talks, audio and visual displays, displays of teaching materials and techniques and samples of student work.

A folder containing information about the range of programs offered at the centre was prepared for participants to take as a record of the study. The program consisted of a welcome by the Principal followed by descriptions and explanations concerning

- educational placement and referral services
- regional centre community classes and the Distance Learning Home Tutor Scheme
- intensive language classes
- Individual Learning Centres
- English in the Workplace
- professional development and resources
- library facilities.

During afternoon tea, there was an opportunity for informal feedback and interchange of ideas. Overall the experience was very valuable in reviewing programs and procedures for adult migrants.

BATCHELOR COLLEGE: AN INSTITUTE OF ABORIGINAL TERTIARY EDUCATION

Batchelor College comprises three schools: Education, Health and Community Studies. It offers courses at the Certificate, Associate Diploma and Diploma level. All courses have been developed as a result of expressions of need from Aboriginal communities. There is also a Centre for Australian Languages and Linguistics (CALL). Academic units and courses are supported by an Academic and Student Services Section. Aboriginal students come from all over Australia, although the majority are from the Northern Territory. Most come from tradition-oriented communities where Aboriginal values are very strong.

Batchelor College is a meeting place for two traditions: the knowledge and education arising out of Aboriginal culture and that derived from Western culture. It is assumed that all students speak English as a second language. Courses are run in a mixed mode: the students are based in their communities most of the time and come into the College or a branch of the College for shorter periods. Consequently students interact with others in their community whilst they are on the course. Since they do not leave the community for long periods of time they do not grow away from it.

The College is funded by the Commonwealth and Northern Territory Governments. It has a College Council, which consists of twelve Aboriginal and five non-Aboriginal members, 650 students and about 130 staff. Of the latter, eighty are academic staff members who spend much of their time at College annexes in Alice Springs, Katherine, Tennant Creek and Nhulunbuy or in supervisory and instructional work in Aboriginal communities.

Visitors had the opportunity to view facilities and interact with staff, students and community members. Conference participants were briefed on the philosophy and strategies of the College and each of its schools.

BATHURST AND MELVILLE: THE TIWI ISLANDS

The aim of the visit was to investigate the relationship between meaningful Aboriginalisation and adult education; the group were particularly interested in the issues of access and equity in adult education. At Nguiu, Pularumpi and Milikapiti, delegates were interested in the operation of Aboriginal enterprises; a lot of contact was made with Aboriginal people in this regard. Members of the group displayed specific interest in numeracy and literacy programs at Nguiu. Delegates particularly appreciated the quality of adult education programs being carried out at Pularumpi. Milikapiti was seen as a community where a sophisticated range of enterprises have developed. There was broad agreement that the day had been most worthwhile.

DRIVER HIGH SCHOOL

Visitors reported that it was very interesting, rewarding and encouraging to see what is being done in the Literacy program at Driver High School.

The school employs two Aboriginal staff as Liaison Officers to look after the Aboriginal students and others who may seek their help. This is important for Aboriginal people; a further step can be taken to have Liaison Officers and Aids working in classrooms with teachers in all schools. Staff were commended for the work they are doing in the school to promote the skills of literacy, thus giving the students in this program an opportunity to succeed.

DRIVER PRIMARY SCHOOL

Participants were given a comprehensive tour of the school and an explanation of its operation. They were impressed with the school's physical environment, modern facilities and resources, the health and dental care programs and friendly staff. Teachers' backgrounds reflected overseas experiences; in particular, in America, the Philippines and New Zealand.

The curriculum seemed quite broad as, apart from basic knowledge, students were given the opportunity to learn a foreign language as well; Northern Territory primary students have the opportunity to study Languages other than English (LOTE). LOTE methods were observed in practical sessions and included games and songs.

Participants observed three classes in which students were learning Indonesian. These were a Transition class (5-year-olds) where students were playing singing games, a Year 3 class (8-year-olds) where students were reading a story then playing a game to consolidate new language skills and a Year 7 cooking class (11–12-year-olds) where students were making satays, prawn crisps and other Indonesian delicacies, and then talking in Indonesian about their experience.

The Indonesian program at Driver Primary is an example of a Northern Territory Department of Education initiative developed over ten years. This has occurred through the efforts of NT Indonesian teachers and those involved in the student exchange program. The NT Department of Education is clearly promoting links between the Northern Territory and Asian countries.

EDUCATION SERVICES FOR PEOPLE WITH DISABILITIES

Stuart Park Primary School houses a unit for students with hearing impairments ranging from Preschool to Year 7. Visitors observed an early childhood assembly where children sang while the teacher in charge wore an FM transmitter, enabling the children with hearing impairments to participate. The students receive two or more hours of individual special hearing support daily, but are integrated with other students for other lessons. Two of the students were profoundly deaf and one was learning to 'hear' through a tactile vibrator. The unit also offers signing courses for children, teachers and parents.

Ludmilla Special School caters for twenty-eight severely disabled students from 5 to 12 years of age (those with mild to moderate disabilities are in special units in mainstream schools). Eight students are based in a mainstream school where they integrate with students for play periods. The philosophy of the school is to enable students to integrate as much as possible in mainstream education.

The Resource Centre for the Visually Impaired at Tiwi Primary School caters for forty-seven students (seven totally blind) who are integrated into mainstream classes. As the only facility catering for the needs of the visually impaired in the Northern Territory, its services can be utilised in the Darwin region but its ability to cater for students in more remote areas is limited by cost and staffing factors. Although the Centre has very modern equipment, the equipment cannot be used to its full potential, partly because specialised staff training is required to operate the equipment and there is a need to rely on southern suppliers, and partly because servicing the equipment is also difficult.

Henbury Avenue School caters for post-primary students who need more support than a mainstream high school can provide. The emphasis is on integrating the students as fully as possible into the community.

Visitors observed a session for preschool students with identified learning disabilities at the Harry Giese Early Intervention Centre, which operates a variety of programs.

The Somerville Community's Residential Homes, supported by the Uniting Church and funded by Commonwealth and Territory health services, cater mainly for people with profound disabilities from outside the Darwin area. While the atmosphere was friendly, we were advised that there were factors creating tensions. These included the changing funding base, the role of the residential centre and the needs of clients, coupled with the lack of permanent and skilled staff.

The group was impressed with the caring and thoughtful way in which the programs are being administered.

FACULTY OF EDUCATION – NORTHERN TERRITORY UNIVERSITY

The visitors looked at innovations in teacher education at the Northern Territory University. Topics discussed included

- the use of video material in the inservice training of teachers
- collaborative ventures between schools and the university
- approaches to Maths education: the preparation of pre-service teachers
- developing mixed-mode courses in Adult Education
- the early childhood agenda
- academic writing: an interim report on an Action Research Project
- the Graduate Diploma in Educational Computing: meeting the needs of the client
- the Master of Education degree: Aboriginal Education in focus
- the Centre for Studies of Language in Education.

Staff identified their particular innovations and discussed developments in the field.

The priorities of the Education Faculty were explained. One of the current priorities is to improve the access and opportunity of Aboriginal students in undergraduate studies. This is related to one of the conference themes. Participants also visited the computer room and the library. The group then followed a program of sessions – each of which related in some way to conference themes.

The group was particularly impressed by the following features

- the new 'Centre for Studies of Language in Education' which is attempting to draw together all relevant language elements
- the extensive practicum component of the Diploma of Teaching courses
- the well organised and innovative computer centre
- the links between the higher education sector and the Institute of Technical and Further Education.

GUNN POINT PRISON FARM

The aim of the excursion was to provide open access for conference delegates to view educational and training programs at Gunn Point Prison Farm. Gunn Point is a minimum security prison farm which has sixty inmates and is the trade training and agricultural food production centre for all correction centres in the Northern Territory. There appears to be a good working relationship between the Departments of Correctional Services and Education.

The NT Open College is working towards assisting prisoners to acquire employment skills through the provision of certificated courses. Aboriginal prisoners are particularly advantaged because of small group numbers and the operation of appropriate courses specifically aimed at teaching stock and station skills, plant operation, mechanics and welding, which are considered to be necessary and valuable skills for employment.

The visit provided an insight into training for people in poverty and possible remedies to impoverishment caused by lack of opportunity. Gunn Point and Correctional Services staff, together with the NT Open College, are working hard to overcome the disadvantages experienced by people in deprived situations.

INSTITUTE OF TAFE – NORTHERN TERRITORY UNIVERSITY

The Institute of Technical and Further Education (ITAFE), within the Northern Territory University, teaches over 100 award courses through eight schools.

The visit centred on the activities of the School of Vocational Training and the School of General Studies. The School of Vocational Training provides a number of courses, mainly State or Commonwealth funded, relating to Australian Traineeship, trades-based pre-vocational and equity-based programs. Visitors observed students in a course designed specifically for women preparing for re-entry into the labour force. Teaching staff expressed concern about insecure funding arrangements for these kinds of courses.

Time was spent at the Access Centre operated by the School of General Studies, which allowed insights to be gained into remedial, bridging and basic skills development programs such as Project Read, Just Maths, the Intervention Program and the Volunteer Tutors Scheme.

The afternoon was considered to have been successful thanks to the helpfulness and hospitality of ITAFE staff and conference organisers.

KORMILDA COLLEGE

Kormilda is an independent, residential secondary college, catering for students in Years 8 to 12, and has an average enrolment of 330. Seventy-five per cent are residential students from remote Aboriginal communities while the remainder are non-Aboriginal students living at home in suburban Darwin. The former are fully funded by Government grants; the latter pay tuition fees of approximately $3000 per year.

The school has a very strong commitment to providing mainstream secondary programs. This year, for the first time, a Year 12 program is being taught and examined under Senior Secondary Assessment Board of South Australia (SSABSA) matriculation procedures. There are twelve students in the program (seven non-Aboriginal and five Aboriginal).

The College places strong emphasis on English literacy. Visitors were able to observe and participate in three language/literacy lessons with classes at varying ability levels in Years 8, 9 and 10. It was impressive to note

- the integration of literacy with other areas of the curriculum, e.g. social and cultural education
- the well developed philosophy (following extensive consultation with Aboriginal communities) of providing high quality, individualised academic support
- the effective inclusion of Aboriginal and non-Aboriginal children in harmonious teaching environments.

NORTHERN TERRITORY OPEN COLLEGE (NTOC)

NTOC is a multi-campus tertiary institution which caters for a vast range of post-school educational needs throughout the Northern Territory.

Visitors viewed Business and Administration classes at the Palmerston Centre for people with vocational, literacy/numeracy problems. They were informed about the College Council, chaired by the local Mayor, comprising staff representatives and community members. Other areas of specialisation were discussed, including migrant education, adult Aboriginal education, distance education and agricultural studies.

Distance Education Branch (DEB) includes areas of education such as 'School of the Air' (Preschool to Year 7) and 'Secondary Correspondence' (Year 8 to Year 10). On display was the innovative computer education service which will soon be in operation across the Northern Territory. Visitors inspected the media section of the branch and passed through the highly efficient Print and Publishing Section.

The group were informed of ongoing projects within DEB and its regional training centres. Three projects of major importance were

- Access to Employment (numeracy and literacy for Aboriginals)
- Trades School (Automotive Apprentice Training Course)
- The Duke of Edinburgh's Award Scheme (community exchange expeditions).

The Territory Training Centre is identifying and meeting apprenticeship training needs with reasonable success. Other areas of training discussed were pre-vocational training, secondary interface and Aboriginal education. The centre is linked with the Institute of Technical and Further Education (ITAFE) at the Northern Territory University which provides the technical areas of trade training.

PRIMARY AND SECONDARY INTENSIVE ENGLISH UNITS

Visitors met with staff and looked at all the classes in the Primary Intensive English Unit, based at Anula Primary School, and the Secondary Intensive English Unit, based at Darwin

High School. Participants were impressed with the teaching programs, methodology and student motivation to learn. Overseas visitors commented that the visit was a valuable experience and gave insight into current teaching trends and practices in Australia in regard to literacy development of students whose primary language is not English.

SANDERSON HIGH SCHOOL

Sanderson High School is a junior secondary school for Year 8–10 students. Features of particular interest which were discussed with visitors included

- the unitised curriculum structure which gives students a wide range of subject choices – six units are studied during each ten-week term
- the vertical timetabling system which enables individual student progression
- the vertical pastoral care program in which students belong to small personal development and support groups
- special programs for students such as the 'At Risk' program in which Home Liaison Officers visit homes and welfare agencies support students
- democratic decision making by the staff of the school, and a student council
- a Community Police Officer attached permanently to the school to help children who have special problems
- special arrangements for accelerated progression; for example, students can complete all senior secondary maths courses by the end of Year 9 and have access to courses outside the school at a senior secondary or university level
- a Special Interest Unit which conducts programs for more able students
- an ESL program which is based on ELDAC (English Language Development Across the Curriculum) principles.

Round Tables

Reports were presented by round table groups for consideration in relation to action plans, as follows.

ROUND TABLE 1

INDIGENOUS PEOPLE AND MINORITIES ACCESS AND EQUITY

The following recommendations were made.

- Indigenous peoples' and cultural minorities' control and management of programs and funds should be ensured.
- Funding for minority and indigenous education should be specifically 'fenced off'.
- Affirmative action for indigenous staff employment, including permanency of tenure, should be developed.
- Non-indigenous staff should develop consultation skills and an awareness of indigenous and cultural minority cultures, including skills to combat racism.
- Priority funding should be designated for community-based educational programs and institutions serving at the grassroots level.
- Educational bureaucracies should be called on to recognise and incorporate indigenous cultures, processes and structures in the learning program.
- Special six-month to one-year access courses to meet appropriate study areas of choice should be developed.
- Nationwide teacher education bridging courses for traditional and ethnic aides should be developed.
- Greater access to bridging courses for overseas and qualified professionals should be provided.
- The provision of interpreting and translating services for people of non-English-speaking backgrounds should be improved.
- Improved work release and basic provisions for a wide range of adult education

courses should be provided.

- It should be noted that in New Zealand legislation has just been passed to establish a Wananga (University) in 1991.
- Monitoring and evaluation of educational initiatives for indigenous people and minority cultural groups should be conducted with the full consultation of such groups. In the case of Aboriginal and Islander people this should be done through the chairs of National/State/Territory Aboriginal Education Consultation groups.

ROUND TABLE 2

INDIGENOUS PEOPLE AND MINORITIES/ CURRICULUM AND PROFESSIONAL DEVELOPMENT

The following comments and recommendations were made.

- Schools should be a true reflection of the local society with all its cultural aspirations and expectations.
- The Fijian situation, where the English and the New Zealand systems have been slowly modified and replaced by a system more relevant to and reflective of the local multicultural situation, provides a valuable model for change.
- The UN Convention 169 for Indigenous Rights specifically supports the rights of indigenous peoples to be actively involved in curriculum compilation and development.
- Strong support needs to be given for learning packages to be prepared by specific communities and for these to be distributed to interested people, especially the teachers (trainers) who work in these communities.
- Curriculum material and teaching strategies from other countries should be made available and shared.

The group also endorsed the various statements included below.

This round table further resolved

- that because of the value for educational policies of the document entitled 'Stop Crippling Our Minds and Disabling Our Souls' this group endorses the inclusion of the document in the conference report and endorses its twelve recommendations. (This document is included in the conference report in the section headed 'Resolutions'.)

In support of this resolution the following four attachments were tabled.

ATTACHMENT ONE

Australia's Aboriginals and Torres Strait Islanders present the following recommendations to this Conference.

- Aboriginal pedagogy and culturally appropriate knowledge must be recognised and appropriately applied.
- Appropriate and sufficient secondary education must be provided for all Aboriginal students.
- Aboriginal educators must be allowed to assess the Aboriginal students in their community.
- Aboriginal educators must be the educators to accredit their programs.
- Assessment must be culturally appropriate.
- Lived core curriculum as practised in some Aboriginal schools should be recognised.
- Autonomous bodies within schools such as school councils and action groups should be recognised in decision making.
- Schools must have positions made available for graduating Aboriginal teachers.
- Recognition must be made of the cultural education of Aboriginal teachers.
- Cultural education must be recognised when children attend European-oriented schools particularly in Homelands, remote areas and central schools.
- Professional Curriculum Development Centres and positions within these centres must be made available in communities where the lived curriculum exists.

- Recognition must be given to the leaders and elders of a community who are our resource people.

ATTACHMENT TWO

It must be recognised that there is a fundamental relationship between learning, education, curriculum and culture. Curriculum development in a bicultural or multicultural situation will need specific strategies if these essential links are to be fully recognised, realised and maintained.

These strategies will need to address the issues of pedagogy and flexibility of implementation. This will involve areas such as consultation processes, cooperative and collaborative writing, materials development, professional support programs and evaluation.

Multicultural curriculum development will capitalise on the strengths of all cultures and allow students access to elements of cultures other than their own.

ATTACHMENT THREE

The group also considered ILO Convention 169. It strongly endorsed Articles 26 to 31 (following) and recommended that they be incorporated in the conference report as reflecting the views of the group.

INDIGENOUS AND TRIBAL PEOPLES
IN INDEPENDENT COUNTRIES

PART VI. EDUCATION AND MEANS OF COMMUNICATION

Article 26

Measures shall be taken to ensure that members of the peoples concerned have the opportunity to acquire education at all levels on at least an equal footing with the rest of the national community.

Article 27

1. Education programmes and services for the peoples concerned shall be developed and implemented in cooperation with them to address their special needs, and shall incorporate their histories, their knowledge and technologies, their value systems and their further social, economic and cultural aspirations.

2. The competent authority shall ensure the training of members of these peoples and their involvement in the formulation and implementation of education programmes, with a view to the progressive transfer of responsibility for conduct of these programmes to these peoples as appropriate.

3. In addition, governments shall recognise the right of these peoples to establish their own education institutions and facilities, provided that such institutions meet minimum standards established by the competent authority in consultation with these peoples. Appropriate resources shall be provided for this purpose.

Article 28

1. Children belonging to the peoples concerned shall, wherever practicable, be taught to read and write in their own indigenous language or in the language most commonly used by the group to which they belong. When this is not practicable, the competent authorities shall undertake consultations with these peoples with a view to the adoption of measures to achieve this objective.

2. Adequate measures shall be taken to ensure that these peoples have the opportunity to attain fluency in the national language or in one of the official languages of the country.

3. Measures shall be taken to preserve and promote the development and practice of the indigenous languages of the peoples concerned.

Article 29

The imparting of general knowledge and skills that will help children belonging to the peoples concerned to participate fully and on an equal footing in their own community and in the national community shall be an aim of education for these peoples.

Article 30

1. Governments shall adopt measures appropriate to the traditions and cultures of the peoples concerned, to make known to them their rights and duties, especially in regard to labour, economic opportunities, education and health matters, social welfare and their rights deriving from this Convention.

2. If necessary, this shall be done by means of written translations and through the use of mass communications in the languages of these peoples.

Article 31

Educational measures shall be taken among all sections of the national community, and particularly among those that are in direct contact with the people concerned, with the object of eliminating prejudices that they may harbour in respect of these peoples. To this end, efforts shall be made to ensure that history textbooks and other education materials provide a fair, accurate and informative portrayal of the societies and cultures of these peoples.

ATTACHMENT FOUR

Further recommendations were made.

- Material written/produced by indigenous peoples should be included in teaching materials.
- In consultation with, but preferably developed by indigenous peoples, inservice training programs should be provided to educate all staff who work with indigenous peoples in the principles and practice of the appropriate indigenous pedagogy.

- A holistic, interdisciplinary approach to education at all levels or for all people should be adopted as a means of reflecting indigenous knowledge and pedagogy.
- A recognition that education is an ongoing process and that this should be reflected in a financial commitment by governments to the provision of ongoing professional inservice training and continuing education for indigenous peoples.

ROUND TABLE 3

INDIGENOUS PEOPLE AND MINORITIES/LITERACY

The following comments and recommendations were made.

- A wide range of bilingual and multilingual approaches may be used in minority group education.
- Strategies to overcome problems of remoteness, access and availability of materials should be implemented. Non-government agencies and community infrastructures may be used to promote both formal and informal literacy.
- Literacy support for indigenous and minority students enrolled in schools, colleges and universities is important.
- The skills and abilities of teachers of literacy require regular upgrading to ensure up-to-date acknowledgment of literacy and cultural aspects of minority groups and indigenous peoples. Action research is a way of doing this.
- Literacy strategies must incorporate sensitivity to and awareness of the culture of the target group.
- Literacy strategies should recognise the purpose for which the learner and his/her community require literacy.
- A dual approach to literacy and skills education and/or cultural education increases the effectiveness of such tuition, e.g. workplace literacy.
- Literacy strategies for indigenous peoples and minorities need to recognise the value of participants' other languages.

ROUND TABLES 4 AND 5 COMBINED

INDIGENOUS PEOPLE AND MINORITIES/PRIMARY EDUCATION

INDIGENOUS PEOPLE AND MINORITIES/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION

The following comments and recommendations were made.

- Within a changing economic system, there is a need for support and maintenance of cultural identities and values of indigenous people. Maintenance strategies are required.
- Control of education strategies for indigenous people must be with the indigenous people themselves.
- The knowledge and skills which indigenous people possess should be recognised.
- Indigenous people are the best people to teach courses which relate to their own cultural skills. There should be more effort to use that expertise by employing part-time and full-time indigenous educators.
- Indigenous people need to write their own curriculum in terms of their own cultural identity and social priorities.
- To utilise the expertise of indigenous communities, adequate resources to deliver an appropriate education from the communities' perspective should be provided.
- Competency-based assessment should be used to determine certification where a person has not experienced lengthy exposure to formal education.

ROUND TABLE 6

PEOPLE IN POVERTY/ACCESS AND EQUITY

The following Rationale, Goals and Strategies were recommended for inclusion in the South East Asia and South Pacific Sub-Regional Action Plan to ensure that the concerns relating to people in poverty might be more strongly emphasised.

Broad Rationale

We recognise that education is not implemented in a vacuum and that the basic needs of children have to be attended to first. These needs include adequate nutrition, clean water, effective health care, and supportive and safe social and family environments.

Governments need to make the achievement of these needs a priority by whatever means are appropriate.

We must focus on educational programs that enhance the opportunity and ability of the poor to participate fully at all levels of society.

Goals and Strategies

- Governments and non-government agencies should take the approach of providing educational resources according to need, i.e. needs-based resourcing.
- Educational resources should be provided to targeted groups in accordance with equity considerations, so that a greater range of education and post-school options are available to these groups.
- Curricula should be reoriented to emphasise values more in tune with social and environmental responsibilities.
- Educators should encourage local environments which support the appreciation of stories and histories, both oral and written; the acquisition of scientific and mathematical curiosity and competence; and broad artistic and cultural expression.
- There should be a range of appropriate media and appropriate information technologies to increase access to learning.
- Educators should promote critical reflection on information from sources such as the media and books by encouraging discussion between learners based on this information.
- Governments should recognise that education is required for lifelong needs and provide the necessary support.

ROUND TABLE 7

PEOPLE IN POVERTY/CURRICULUM AND PROFESSIONAL DEVELOPMENT

While modern technologies have a place in the development of education curricula, the group considered that more attention needed to be directed to producing materials which drew on the resources of the local communities. Reference was made to the lack of teaching materials available in poor countries as well as the high cost of developing and producing curriculum material, particularly where small school populations were involved.

On issues of professional development, the group considered the lack of adequate training facilities as well as the high cost of teacher training. A number of models from developing countries that draw on community-based teacher workshops and enlist the cooperation of communities and their leaders, may provide a workable approach to overcoming low levels of resourcing.

The point was made that one difficulty in making educational opportunities available to all students was the poor salary and low status of teachers in many resource-poor countries, with the result that it is difficult to attract good quality teachers to rural areas. Reference was made to the valuable role which could be played by women, who if trained to be teachers in their local community, would have the capacity to bring literacy to family groups.

The problems faced in improving levels of literacy were discussed, including the severe lack of resources allocated to literacy programs and basic needs such as the availability of reading materials. There was also discussion of the importance of designing curriculum frameworks which accommodated study, both in local languages and cultures and in the dominant language and culture of the country.

It was felt there was a need for attention to be paid to workers' education programs which recognised that in many countries there were people with professional skills who did not possess any formal credentials. These people, who are a highly valuable resource, should be drawn into professional development programs.

Note: Round tables 8, 9 and 10 did not operate.

COMBINED RECOMMENDATIONS FROM ROUND TABLES 11–15

PEOPLE IN REMOTE AREAS

- ***Education Personnel Training Recommendations***
  - Opportunities should be provided for indigenous people to enter teacher training programs for all levels of education.
  - Pre-service teacher education programs should pay more attention to the teacher's role in community-based education.
  - Teachers and teacher educators need to give greater cognisance to individual and community needs in rural areas.
  - Teacher training institutions should incorporate strategies to develop awareness of teaching in remote areas. Personnel displaying interest in working in remote areas should be given the opportunity to do so.
  - Training of educators for remote areas should include both pedagogy and androgogy.
  - Teacher training programs in tertiary institutions should be more closely aligned with government and departments of education priorities and strategies.
  - Educational opportunities should be expanded for students and learners in remote areas through multigrade teaching programs, distance education strategies and other types of delivery to enable all such people to be reached by educational programs.

- Aboriginal educators should be involved in the preparation and accreditation of teacher training programs for Aborigines.

- ***Education Personnel Appointment and Transfer Recommendations***
  - Incentive systems should be developed to make teaching in remote areas more attractive both in the short term and as a long-term career path. Strategies could include additional or accelerated promotion with assured transfer rights.
  - Effective induction programs should be designed for education personnel working in remote area schools. They should include appropriate practical survival skills based on cultural awareness.

- ***Education Personnel Development Recommendations***
  - Governments and departments of education should recognise the importance of extending and strengthening support networks for personnel working in remote areas. Strategies should include use of technology, clusters and networks of schools, collegiate groups and schemes relating to the urban and rural areas that might transcend State and national boundaries.
  - Teachers in both pre-service and inservice training should be provided with skills in course design and in developing local content to maximise local participation and the use of low-cost resources.
  - Teachers should be provided with assistance in identifying and meeting the wide range of individual needs including those of children with intellectual, sensory, language and behavioural disabilities.

- ***Curriculum Development Recommendations***
  - Parents and other stakeholders should play an important role in curriculum development in remote areas.
  - Schools should have a structure which enables local people to have input to curriculum development.

- Links between culture and curriculum should be strengthened.

- ***Curriculum Delivery Recommendations***
  - The value of bilingual education programs should be recognised by all departments of education and ministers and, where relevant, be implemented.
  - Alternative and innovative methods of delivering formal and indigenous education should be researched and the most appropriate methodology used.
  - The use of rural parents and community members in the development of curriculum materials and the delivery of education to indigenous people should be recognised as *essential*.
  - Remote/rural schools should be provided with support through readily accessible learning resource centres that provide collections of resource materials relating to education in remote rural communities and information about issues pertinent to all groups in the country.
  - Mobile teams should be used more for teaching in remote areas.
  - The assessment of indigenous people should be culturally sound.

- ***Other Recommendations***
  - Funds should be made available to encourage Aboriginal people to undertake research into Aboriginal education, for example research into better ways of providing educational opportunities for people in remote rural areas.
  - Ways should be developed for parents and other stakeholders to contribute more to the education process in remote areas.
  - Successful educational practices should be publicised more effectively.
  - Alternatives to the government-funded school system, such as non-government systems, non-formal education and/or commercial education, should be explored.
  - It should be recognised that Western models of education for paid employment are not the only models. Programs of education for self

development should include life skills for subsistence farming.

- There should be special provision for the education of the gifted.
- Governments and departments of education should develop more effective ways of communication between schools and centres.
- Positions should be guaranteed for indigenous teachers on graduation.

The following two statements apply to recommendations from the five Round Tables for People with Disabilities.

- The goals of education for people with disabilities are the same as those for all citizens but for people with disabilities to achieve these objectives, various levels of governments need to acknowledge that the particular resource needs of this identified group will be unique, differentiated and greater.
- We recommend that governments develop and implement a national strategy that reflects the wishes of people with disabilities (including those with learning difficulties) by real consultation with them and their care givers.

ROUND TABLE 16

PEOPLE WITH DISABILITIES/ACCESS AND EQUITY

People of all ages with disabilities should have equal access with all others to educational opportunity, irrespective of the stage of development of an education system.

Differential funding must be provided so that the goal of equity can be achieved through appropriate educational programs, regardless of the nature of the disability and other factors such as remoteness, poverty and minority group status.

For this right to be met the following strategies need to be followed in each country or state

- the creation of awareness and sensitivity through the provision of appropriate, accurate information to individuals, families, communities and agencies on the nature of disabilities and their consequences, and the social and economic benefits that would accrue to the whole community if effective programs of education and training are available
- the enactment of legislation which guarantees the rights of people with disabilities
- the review of the extent and nature of overall educational provision with a view to its modification where necessary, to ensure that the differing needs of each individual can be met
- the requirement of national and state research and development efforts to undertake planning, implementation and review of educational services for people with disabilities.

ROUND TABLE 17

PEOPLE WITH DISABILITIES/CURRICULUM AND PROFESSIONAL DEVELOPMENT OF SERVICE PROVIDERS

Emerging from the Access and Equity statement on community sensitisation and awareness, it is essential that governmental and community agencies with responsibilities in the areas of health, education and community services provide appropriate professional development programs for the provision of services to people with disabilities of all ages.

Service providers need to be able to work within a cooperative transdisciplinary framework that

- ensures a continuum of educational services throughout the whole of life where necessary

- recognises the need for sensitivity to the *whole* person with disabilities in relation to his or her cultural and linguistic background, especially in the area of continuing assessment and programming.

Further, curriculum development authorities must provide for the needs of learners with disabilities when developing curriculum statements and materials.

ROUND TABLE 18

PEOPLE WITH DISABILITIES/LITERACY

In discussing the literacy needs of people with disabilities, the following considerations were also seen to be very important: survival (including ability to exercise real choices); empowerment; self advocacy; establishment of meaningful and longstanding relationships with others; school-to-work skills development; on-the-job and continued skills development; and therapy through reading and self expression.

It was recommended that governments ensure resources are provided for

- the development of a body of professional people who can provide literacy courses for people with disabilities
- the provision of courses in literacy development for adult people with disabilities, within their local community
- the development of programs that create community awareness and support for the literacy needs of people with disabilities
- the provision of specialised and specific access to text and information bases, e.g. braille texts and talking books
- the sensitisation of employers and educators to the undetected disabled, particularly to strategies used by people with literacy disabilities, to escape detection.

ROUND TABLE 19

PEOPLE WITH DISABILITIES/PRIMARY EDUCATION

The failure of basic education to meet the needs of learners with disabilities, either by exclusion from services or through provision of inadequate or inappropriate services, is deplored.

Therefore, to meet the needs of people with disabilities in the area of primary education, it is strongly recommended that

- governments and other agencies recognise that early intervention programs are a vital and essential precursor to effective primary education for learners with disabilities, and that early intervention services be provided from the time of identification
- as part of governments' commitment to provide a universal primary education, learners with disabilities be provided with appropriate educational programs, resources and support in their own community.

ROUND TABLE 20

PEOPLE WITH DISABILITIES
SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION

The following comments and recommendations were made.

- People with disabilities have a right to work and to continuing education. Governments should, through legislation, acknowledge both this fact and their responsibility.
- By providing adequate access to work and continuing education for people with disabilities, there will be short- and long-term economic benefits to the community and government.
- A program of community education at all levels to improve attitudinal and moral values relating to people with disabilities is a needed and crucial step in achieving

education for all.

- To assist people with disabilities to negotiate the school/work interface and successful entry into continuing education, a whole-of-life view of education and support must be developed to allow them to reach their full potential.
- Through UNESCO, cooperative models of professional education need to be developed and put into action to share the expertise of key people throughout South East Asia and the South Pacific.
- Governments should provide post-school education and training resources for disabled adults including adult special education training and particular curricula developed through existing educational institutions, e.g. the TAFE system. This recommendation particularly pertains to adults with intellectual disabilities.

ROUND TABLE 21

WOMEN AND GIRLS/ACCESS AND EQUITY

With respect to the improvement of access and opportunity for equity in education, it is recommended that women and girls further develop skills through

- taking an active part in public life
- assertiveness training
- decision-making opportunities
- negotiation opportunities
- networking among groups
- respecting and maintaining the value of the traditional role of women
- achieving equal status with males.

It is recognised that different ethnic groups have differing levels of access and equity in education.

ROUND TABLE 22

WOMEN AND GIRLS/ CURRICULUM AND PROFESSIONAL DEVELOPMENT

With respect to curriculum and professional development programs in relation to woman and girls, it is recognised that

- a broad curriculum and sensitivity to sex and gender issues and a judicious use of single-sex provision is needed and that this should be part of a broad strategy. In addition there is a need for a non-stereotyped curriculum, beginning with early childhood and continuing throughout the education process
- it is important for pre-teacher training education and professional development to include strategies that address the belief systems of students and develop links between belief systems and knowledge/practice systems, as these are not always automatic (such a strategy may include use of 'critical' incidents)
- there is a need for a review of the structural organisation factors (including promotion) in education systems which militate against positive outcomes for women and girls in education. Strategies that may overcome these disadvantages should be considered, e.g. leadership/management courses for women.

ROUND TABLE 23

WOMEN AND GIRLS/LITERACY

With respect to literacy in relation to women and girls, it should be noted that

- literacy, while very important, must be understood as being value-laden and an instrument of socialisation. Print materials and students' workshop programs too often stress stereotypical roles, where males are assertive and females are passive and often not very visible
- print materials must be developed which promote better and more positive images of females

- writing programs should involve teacher intervention to direct students to explore and write about images of females and males that are stronger and non-stereotyped
- programs of teacher education should develop teachers who are more informed about gender and how it is constantly constructed in literacy practice, so that they can change teaching in schools
- programs reaching adults in the communities outside schools should seek to develop consistencies about the values of female as well as male roles and identity, and seek to break traditional stereotyped views of males and females.

ROUND TABLE 24

WOMEN AND GIRLS/PRIMARY EDUCATION

With respect to primary education, it is important to provide girls with a wider variety of educational materials which show many more options and encourage teachers to be interventionist in making students literate in a much wider sense, so that they are critically aware of the values implicit in the texts they study. In addition, parents' expectations must be changed and teachers need to be aware of stereotypes being presented through various forms of media, e.g. print, video and television.

ROUND TABLE 25

WOMEN & GIRLS/SCHOOL/WORK INTERFACE AND CONTINUING EDUCATION

In relation to the school/work interface and continuing education, the following recommendations were made.

- Programs for girls should provide broad-based information on labour market and lifeline information to help girls make informed decisions about their life options and careers.

- Programs should provide a great deal of 'hands on' experience (working in different situations) so that girls have a sense of life experiences available.
- Programs with appropriate support should be provided for the entry (or re-entry) of adult women into the workforce.

Action Plans

On the final day of the conference, two action plans were endorsed: one for the South East Asia and South Pacific Sub-Region and the other for Australia. Both action plans are included as appendixes in this report.

Sub-Regional Action Planning

A draft of the Pacific States' cooperative project priorities was produced at the Fifth High-Level Consultation of Pacific States Educators, held in June 1990. Three Australian delegates also attended an Australian and Pacific Programme of Educational Innovation for Development consultation in Bangkok and Chiang Mai for a fortnight in August. It was suggested by Dr Leonardo de la Cruz (Head of the Asian Centre of Educational Innovation for Development) that an Asian perspective could be developed during this consultation and combined with the Pacific priorities to form a single sub-regional draft for consideration at the conference.

There were opportunities to identify project priorities for drafting action plans at the following meetings

South Pacific:	Fifth High-Level Consultation of Pacific States Educators, 15–18 June 1990 in Darwin
South East Asia:	Regional Consultation of Asia and the Pacific Programme of Educational Innovation for Development (APEID), 21–31 August 1990 in Chiang Mai, Thailand
Australia:	International Literacy Year Implementation Working Group Meeting, 27–28 August 1990 in Darwin.

Immediately before the conference, a sub-regional reference committee was made responsible for combining South Pacific and South East Asia project priorities. During the conference, the first session of the drafting committee meeting was made an open forum to

enable conference participants to present written submissions for consideration by drafting committees.

South Pacific 'Education For All' priorities (based on current APEID initiatives) included

- multigrade teaching and learning
- primary education in remote areas
- integrating students with disabilities into primary education
- socioeconomic obstacles to primary attendance
- enterprise competencies of youth in secondary education
- distance learning
- non-formal adult education in science
- primary and secondary environmental education.

The conference organisers suggested that clear project outlines should form the basis of plans of action.

After input from the conference, the Sub-Regional Cooperative Plan was considered by an APEID meeting in Bangkok, which was held the following week. Thus, the Darwin conference delegates were able to influence regional decisions and actions.

Australian Action Planning

The International Literacy Year Implementation Working Group agreed to develop an Australian Action Plan. It was ideally placed to do so because its membership was broadly representative of Australian interests.

Members of the Australian Drafting Committee were as follows:

State/Territory Representatives

Chairperson:	Mr John Steinle, South Australia
Rapporteur:	Dr James Eedle, Northern Territory
Canberra	Mr John Muir First Assistant Secretary International Division Department of Employment, Education & Training ACT
Western Australia	Dr Anne Butorac Senior Consultant Equity Ministry of Education WA
Queensland	Mr John Dwyer Chief Inspector Department of Education Qld
	Dr Glenn Rhodes Director Adult Education, Access and Equity Division Department of Employment, Vocational Education Training and Industrial Relations Qld
Victoria	Ms Carol Sowden Assistant General Manager Education For Girls Ministry of Education Vic
New South Wales	Dr Susan Holland Manager Basic & Pre-Vocational Education (TAFE) NSW
	Mr Brent Corish Head Focus Programs Branch Department of Education NSW
Northern Territory	Dr James Eedle Former Secretary Department of Education NT

South Australia	Mr John Steinle Former Director-General Department of Education SA
	Ms Nicole Gilding Assistant Director (Programs) Department of Employment & TAFE SA

Theme Group Representatives

Indigenous People & Minorities	Mr Isaac Brown Director Centre for Aboriginal and Islander Studies Northern Territory University NT
People in Poverty	Mr Noel Simpson Executive Director ILY Secretariat Department of Education, Employment and Training ACT
People in Remote Areas	Mrs Pat Elliot Isolated Children's Parents' Association Representative NT
People with Disabilities	Ms Sue Bradley Disability Advisory Council of Australia Representative NT
Women & Girls	Ms Jan Miller-Kennett SEO Education For Girls Curriculum and Assessment Branch Northern Territory Department of Education NT

Note: On 17 October, Ms Julie Hoslyck attended in place of Dr Susan Holland and Professor John Elkins attended in place of Ms Sue Bradley.

Resolutions

A number of draft resolutions were proposed by individuals and groups at the conference. These were approved by delegates on the final day (Friday, 19 October) and have been included here as conference resolutions.

Hearing loss

(These four recommendations were proposed by Mr Damien Howard)

- The pre-service training of teachers should include consideration of the educational problems associated with mild hearing loss, especially among Aboriginal children, as well as ways in which these problems might be addressed.
- Provision should be made in the inservice training of teachers of Aboriginal students to address the educational problems of mild hearing loss.
- The training of teachers of the deaf should substantially address the educational problems of mild hearing loss, especially among Aboriginal children.
- The prevalence of hearing loss in particular classes and schools should be considered by education authorities in the allocation of educational resources, e.g. smaller class sizes and the provision of additional support teachers and assistant teachers.

Teacher education

(This recommendation was put forward by Mr Richard Walsham)

Strategies to combat illiteracy and to develop universal education in accordance with the objectives defined at this Sub-Regional Conference require a well trained and highly professional teaching service. For various reasons, teachers in many countries are expected to bear the brunt of shortages of resources. This manifests itself in such factors as

- low levels or even no pre-service training of teachers
- unacceptably long hours of work

- class sizes which preclude possibilities of individual attention
- lack of physical and human aids and resources
- low levels of pay which force many teachers to obtain other employment to augment their income.

Article VII of the World Declaration on Education For All Meeting Basic Learning Needs refers to the need to strengthen partnerships in education and particularly to the need to implement the joint ILO/UNESCO Recommendation concerning the status of teachers (1966). This conference draws particular attention to the need for the provisions of that recommendation to be respected by countries in this sub-region.

In this sub-region, there is also a need to draw teacher organisations into cooperative partnerships to enhance the objectives of education for all. While the basic role of teacher organisations/unions is to protect and advance the economic wellbeing of members, it would be a mistake to see their role as being narrowly confined to that area.

These organisations, through their members, have the potential to play a very positive role in the promotion of the objectives outlined at this conference. Indeed, it is inconceivable that these goals have any chance of success without the active support and commitment of the practitioners of education at the grassroots.

Accordingly, teacher organisations need to be involved in the decision-making processes at the national, regional and local levels of education if the strategies are to be really effective.

People with disabilities

(These statements were proposed by Ms Penny Price)

- 'Education for all' includes the right to education for all people with disabilities. It acknowledges the necessity for a program of sensitisation to the issue of disability

and the creation of awareness and attitudes of acceptance at parental, family, community, professional and governmental level.

It acknowledges that a variety of facilities are necessary to provide for the needs of people with disabilities, of varying degrees of severity, and at different stages of their lives, encompassing a lifespan approach, from birth to adult years.

- 'Education for all' acknowledges the provision of services that cover the following areas: early intervention service for children from 0–8 years and special and regular school facilities for school-age children aged 8–16+ years; centres for older adolescents and adults to include vocational training and activity; and continued academic training in literacy skills, social and independent living skills and leisure activities. It acknowledges the necessity for cooperation between government, non-government and community agencies in providing a wide range of services and support networks for people with disabilities.

'Education for all' acknowledges acceptance of and provision for the fact that children with different degrees of disability will learn at different rates. Mainstream schools will accept different learning rates and make provision for progression through the curriculum to be achievement, rather than age, related.

- Resources will be committed to providing training of personnel to achieve the objective of education for all disabled persons.
  - Specially trained teachers will be available for children in Early Intervention centres and special schools and classes.
  - Specially trained teachers will be available to support children with disabilities being educated in mainstream schools and classes.
  - Mainstream class teachers will have pre-service and inservice training to provide them with necessary skills and effective teaching strategies to cater

for the different learning rates of children within their classes.

- Health workers will receive training necessary to assist them in the early identification of disabled children and the provision of assistance to the families.
- Preschool teachers will be trained to identify and appropriately teach disabled children attending their centres.

- Low cost provisions utilising key people in the community will be established in small, isolated, remote communities, to ensure that people with disabilities in these areas are assisted and encouraged to participate in age-appropriate community activities. Activities to promote the creation of awareness and sensitivity to the needs of people with disabilities will be planned and implemented.

National and sub-regional objectives

(These recommendations were proposed by the Australian National Commission for UNESCO)

- An international network of contacts should be established to monitor Education For All in the sub-region, based on the UNESCO APPEAL program.
- International development assistance agencies should be approached for assistance as appropriate in implementing National and Sub-Regional Action Plans for Education For All.
- Countries in the region which are not yet members of UNESCO should be encouraged to join the organisation.
- The Melanesian Literacy Project should be continued to achieve its long-term objectives.
- A clearing house of research in education for the sub-region through UNESCO (perhaps based at ACER) should be established.
- The potential for low-cost alternatives to formal education in national action plans

should be explored.

- The National and the Sub-Regional Action Plans should link the development of literacy with practical outcomes such as improved health education and the use of appropriate technology.
- Education For All needs to include adequate emphasis on education for women and girls.
- Action plans should include, where appropriate, proposals for the further development of technical and further education.

An Aboriginal viewpoint

(The following section is based on a document entitled 'Stop Crippling our Minds and Disabling Our Souls' which was circulated at the conference then considered in the round table sessions and at the final plenary session.)

Statement from the Aboriginal Caucus

In understanding the urgent need for Aboriginal and Torres Strait Islander students to participate in academic and governmental decision-making forums, we recommend that a higher education network for Aboriginal and Torres Strait Islanders be established within the National Union of Students prior to the next triennial funding period (1992–1994) for the National Aboriginal Education Policy.

Recommendations for the Australian Action Plan Drafting Committee

(From the primary education strategies for indigenous people and minorities round table)

For non-Aboriginal societies to show support for Aboriginal self-determination, as defined by Aboriginal people, for example when national or international conferences are organised, the real consultation occurs with the Aboriginal Education Consultative Group of the host State/Territory. It is this AECG which is to be responsible for disseminating information through our networks, allocating our presenters and the theme of their papers.

The following statements reflect the general feeling of Australia's indigenous people at this conference

- the indigenous people support the comments and recommendations which were made in the welcoming speech presented by Mandawuy Yunupingu
- it is our assessment that the majority of papers/presentations at this conference dealing with Aboriginal education were based on a deficit philosophy, and we resent this
- we are appalled and disgusted by the arrogance and racism contained in the Chief Minister's pre-election letter of information which was sent to all Northern Territory residents – see page 140
- we want Aboriginal control over Aboriginal education and recognition and acknowledgment of the Aboriginal way of doing things.

Australia's Aboriginals and Torres Strait Islanders present the following recommendations to this conference

- Aboriginal pedagogy and culturally appropriate knowledge should be recognised wherever it is applied.
- Appropriate and sufficient secondary education must be provided for all Aboriginal students.
- Aboriginal educators must be allowed to assess the Aboriginal students in their community.
- Aboriginal educators must be the educators to accredit their programs.
- Assessment must be culturally appropriate.
- Lived core curriculum, as practised in some Aboriginal schools, should be recognised.
- Recognition should be given to autonomous bodies within schools such as school councils and action groups in decision making.
- Schools must have positions made available for when Aboriginal teachers graduate.
- Recognition must be made of the cultural education of Aboriginal teachers.

- Cultural education must be recognised when children attend European-oriented schools particularly in homelands, remote areas and central schools.
- Professional Curriculum Development Centres and positions within these centres must be made available in communities where the lived curriculum exists.
- Recognition must be given to the leaders and elders of a community who are our resource people.

Aboriginal people call for the correct implementation of National Land Rights Policy, needs and aspirations of Aboriginal people, with regard to the spiritual significance and economic base which the Land is.

The National Land Rights Policy should answer the questions of social justice by ensuring that where the Land has been stolen the rent is paid.

A copy of the letter from the Chief Minister of the Northern Territory.

Dear

Let's secure the future together.

The Prime Minister has invited me to the Special Premiers' Conference on October 30–31. The agenda will be the division of powers and duplication of service between Federal and State Governments.

I have called the Territory election for Saturday 27th of October so that I can deliver a strong message from Territorians about lack of equality and wastage here in the Territory.

On your behalf I will be saying that Territorians of all races and colours desire that:

* the Land Rights Act is transferred to NT control, to be administered by Territory elected parliamentarians so that we can govern a united Territory – not two groups of people with two sets of laws.

* Territorians reject talk of a Treaty and compensation for "land stolen" because this issue does not unite, it divides.

* Territorians want the new "fourth tier" of government, the Aboriginal and Torres Strait Islander Commission – ATSIC, reviewed, and its NT programs placed under Territory control to eliminate wasting taxpayers money.

The issue is this, Territorians are fed up with two sets of laws, one based on race.

You can help drive home that message.

Please secure your future and the Territory's by supporting the Country Liberal Government on Saturday 27th.

Yours sincerely

MARSHALL PERRON
Chief Minister and Treasurer Northern Territory Government

Developing cost-effective educational programs for poor communities

(This recommendation was proposed by Dr Kenneth Ross)

Governments must receive wide community support and encouragement if they are to undertake 'positive discrimination' programs that direct supplementary resources towards schools serving the poorest communities. It is essential for the success of these programs that the community understands the indicators used to guide resource allocations, and therefore the development of indicators must address the following matters

- the community and the government must work together in a genuinely open partnership, to reach agreement on all details pertaining to the construction of indicators that will be used to identify those schools serving the poorest communities
- the indicators selected for this purpose must be generated in a timely and accurate manner at the school level, so that unambiguous operational rules can be established for targeting resources.

The methodology required to develop these indicators has been available in Australia for some time (Ross, 1983) and has recently been trial-tested successfully in New Zealand (Dialogue Consultants, 1990). Other countries in the region could readily take advantage of this methodology, or a variant of it, by building it into their regular statistical data collections as part of an evolving educational information system (Windham *et al*, 1990).

International agencies such as UNESCO have an important role to play in publicising and promoting the best operational models of 'positive discrimination' programs in education. The governments that adopt these approaches need this kind of international recognition in order to sustain their efforts, and governments that are yet to adopt these approaches need to learn more about how to implement them.

The difficult economic conditions that many countries are likely to experience in the 1990s will mean that governments will be seeking ways to improve the quality of education in poor

communities through methods that are not only 'effective' but also 'cost effective', thus, educational planners aiming to assist poor communities will need to seek out less costly educational resources that have research-proven effectiveness. The example given here demonstrates that this may require a reconsideration of past prejudices – including those that assume that illiterate parents cannot take an active and influential role in their children's learning.

Governments and international agencies could play a coordinating role here by

- supporting reviews of high-quality research studies that have focused on cost-effective factors for improving the quality of education in poor communities
- funding research based on qualitative ethnographic methodologies that will enable deeper probing to be made into the precise nature of those parent–child interactions, that assist children from poor communities to learn more effectively.

Establishing systematic measures of literacy

(These suggestions were submitted by Dr Kenneth Ross)

One of the major concerns in the planning of education in the 1990s will be to ensure that literacy rates are improved – especially in countries where economic and health conditions are particularly difficult. This will require the major development banks and aid agencies to consolidate, and perhaps expand, their contributions and investments for this purpose. It is therefore essential that some reasonably systematic measures of literacy be established to provide evidence about whether literacy rates are increasing, stable, or decreasing in a particular country or in a collection of countries. The IEA Reading Literacy Study represents the world's first serious attempt to develop these measures.

The IEA worldwide network includes many people with the technical and applied research expertise required to conduct this type of work. However, the IEA's 'unusual' structure prevents it from attracting the funding base required to establish a long-term home for data

collections of this kind. What is required for this to occur is that an international agency with a clear interest in improving the reporting of literacy rate information (perhaps UNESCO) should combine with one, or more, organisations that require this information, in order to make informed grant and/or investment decisions (perhaps UNDP and the major development banks) in order to provide an 'organisational home' for

- coordinating continuing IEA work in this area
- establishing a centre for the analysis and dissemination of valid statistical information about literacy rates and associated matters.

Making research findings more widely available

(This proposal was submitted by Dr Kenneth Ross)

There are low-cost technologies for establishing high-speed access to educational research information already available and in widespread use. In Australia, the best example of this is the AUSTROM Compact Disk Database System (RMIT Libraries, 1990) which provides high-speed access via a personal computer to the Australian Education Index database and other useful databases. The power of the AUSTROM technology could be readily extended to educational research information generated in the Asia and Pacific regions. This would require aid agencies to support this work, through a professional coordinating body that has established skills in the documentation of educational research in compact disk format.

The main messages arising from this paper are that there is a great deal of valuable information concerning education and poverty 'locked-up' in the rarely-read reports of important research studies, and educational researchers need to be trained to report their findings in ways that decision makers can understand and use for policy development.

An appropriate response to the first message would be to establish a clearinghouse for high quality research on education and poverty. This would support the preparation of research reviews aimed specifically at presenting the implications of important research in a manner

that can be understood and used by decision makers. Such a facility could serve a cluster of countries and should be based on the very latest electronic technologies that offer high-speed access to information. The notion of 'information' used here should extend from databases, containing extracts of published research and related documents, to archived datasets and important educational research studies that can be accessed readily for secondary analysis purposes. In the Asia-Pacific region a suitable home for this kind of facility would be an independent non-government research institute, such as the Australian Council for Educational Research, which has experienced researchers and library staff who are familiar with the required technologies.

The response to the second message lies solely in the improvement of training for professional educational researchers so that the role of 'information broker' becomes a natural way of proceeding with educational research. The key features required to make these improvements have been outlined broadly by Fuller *et al* (1990) and they include: training programs that will help educational researchers to work with decision makers during the initial design stages of a research study, so that research questions are posed in forms that are likely to inform policy when they are answered; training programs in research synthesis (*not* research summarisation) using approaches such as meta-analysis and policy-related literature reviews; and training programs in the use of a variety of communication 'genres' so that educational researchers learn how to both anticipate and satisfy the information needs of decision makers operating at various levels of an education system.

Draft Resolutions

These recommendations were also put forward but were not considered by all delegates on the final day.

Training for Special Education teachers

(This recommendation was proposed by Ms Jean Young-Smith)

Australian studies have shown that between 50 and 85 per cent of working-age adults with disabilities are not employed. These studies show that insufficient coordination between schools and adult service agencies is one of the most significant barriers to the development of effective educational/literacy services designed to meet the post-school needs of adult students with disabilities. Therefore, a crucial and necessary strategy for the National Literacy Action Plan is immediate implementation of curricula and specialised training for special education teachers for **adults who have an intellectual disability** within established further education facilities in each State of Australia.

In order to recognise my original recommendation to the working group – curriculum and professional development programs for people with disabilities – I wish to clarify my original recommendation herewith:

Section 4

To fill the real need for post-school and continuing education for people with intellectual disability there must be immediate provision in developing training in tertiary faculties and educating adult special education teachers, as there is no such training available in Australia. Any adult education teacher wishing to do special adult education or a Master's course in special adult education has to apply to do it overseas (usually in the United States). Post-school education courses urgently need to be implemented in all Australian State TAFE colleges and other tertiary institutions including universities, as is the case in approximately

fifty universities in the USA.

One such is Colorado State University which has a centre for continuing education for developmentally disabled persons. The philosophy of continuing education there mandates provision of credit and non-credit courses at a minimum cost to diverse clients. The non-credit courses are designed to assist students in becoming practically or totally self-sufficient and to enhance their personal lives, community living and job related skills. The program in the USA is called 'College for Living' and it has been operating since 1974.

We have urgent need for similar input to assist developementally disabled (intellectually disabled) persons all over Australia.

English literacy: home and second languages

(Recommendations from Women and Girls' Strand, Workshop Session 4, Literacy Programs for all women and girls)

Introduction

That the Women and Girls' Strand Workshop on Literacy for Women and Girls

- endorses the commitment to a high degree of English literacy for all
- endorses the view that those for whom English is not their first language have the equal right to develop literacy in their home language as well as in English
- endorses the principle that those for whom English is a first language have the right to have access to a high level of literacy in a second language.

Preamble

In adopting a process for the development of a National Literacy Strategy, Government must recognise that a literacy strategy that fails to deal with the fact that language and literacy are social and political processes, as well as educational processes, is doomed to failure. If a Literacy Strategy is to be a vehicle for Australian governments to deal with basic learning

needs, it must be recognised that cultural identity, self-esteem and reflection of personal experience are integral to the strategy and to the learning. Active literacy which includes a critical appraisal of current sociopolitical arrangements becomes an important tool for women and girls to create their cultures and challenge the dominant paradigms.

The Literacy Strategy will use processes which enable Aboriginal people and minorities, women and girls, people in remote areas, people with disabilities and people in poverty to speak for themselves about their literacy needs and the sort of provision that is useful for their purposes.

The Literacy Strategy must be inclusive of the views and understanding of women and girls consistent with the national policy on the education of women and girls.

The approach to resourcing education systems should mirror the need to allow reflection, research and innovation and provide the time frame needed for genuine cultural reformation.

Therefore the following recommendations apply.

- That the following statement be inserted in the section on *strategies*:
  Literacy, like oral language is a social phenomenon. Reading/writing practices in a culture are value-laden, i.e. they encode values and beliefs about meaning and the value of human experience, including the nature of male and female identity. In this sense literacy must be understood as an instrument of socialisation. States and Territories thus need to address the social context of the school/work environment. Teachers and students need to develop habits of critically reviewing the values of gender which are embodied in language. This is a necessary part of bringing about appropriate policies of equity and social justice for the education of girls and women.

- That Section 2 of the National Literacy Strategy be renamed 'Nature of Literacy'.

- That Sections 2.1 and 2.2 (first paragraph) be deleted.

- That Section 2.3 becomes 2.1.

- That Section 2.4 becomes 2.2 with additional phrase inserted after 'active literacy', *derived from progressive development from basic to functional and extended literacies. An active literacy allows people/.../etc.*

- That a new Section 2.3 state:

  This National Literacy (Plan/Strategy) endorses the view that those for whom English is not their first language have the equal right to develop literacy in home languages as well as in English.

  It also endorses the principle of providing access to those for whom English is a first language to programs of literacy in a second language.

However, the form of this national strategy paper is literacy in English.

Conclusion

'Education for all' – what does it mean? If this phrase is to have substance, if it is to be more than high rhetoric, we have to ask what action is required to work towards this goal. From the theme presentations and workshops on **people in poverty** it would appear that four principal matters were highlighted.

- At all stages of planning, policy formulation and program development, alternative providers should be consulted and as many different groups as possible included. Planning and consultation should be as inclusive as possible. Father Varela's paper provided an excellent overview of how this might be done: it outlined a stimulating, useful and comprehensive framework for thinking about matters relating to people in poverty and suggested appropriate intervention strategies that could be taken up at the school, regional, district, national and sub-regional levels.

- Support should be provided for small, poor nations to help them develop their educational systems. Many Pacific Islands' representatives endorsed this view.

- It was generally agreed that there was a link between improved education standards and a more advanced standard of living. Accordingly, some countries' representatives said that all aid projects in the field of education should have an employment or work component built into them.

- There is clear need for better quality educational research, as advocated in the paper presented by Dr Kenneth Ross. What is meant by 'better quality education research' is (1) using the best available research methodology and (2) reporting research outcomes in ways that are understandable to teachers, parents and others. He pointed out that a considerable quantity of valuable research – on what can be done for people in poverty – exists in specialist journals and books. This information should be

'unlocked' and made more accessible to policy makers and others. Educational researchers need to be information brokers in other words.

Taking into account everything that was said in the two plenary addresses and the twelve workshop presentations on the theme of **indigenous and minorities people**, there was a clear call from Aboriginal people to be heard, to be understood, to survive and to have power.

The test of whether or not Aboriginal people have been listened to will be when non-Aborigines show, by using the same terms and images presented by Aborigines, that they have heard. Those who listened to the presentations by people from Alice Springs, Yuendumu and Yirrkala will know what this means.

Other groups claim that, although they are willing to share the burden of supplying the services required to provide education for all, they have been denied.

Some speakers in the Indigenous and Minorities People plenary and workshop sessions criticised the assumptions of mainstream educators as to what constituted accepted educational content and process. The first criticism concerned the nature of knowledge. Many speakers did not accept that what Westerners regard as knowledge accounts for all knowledge, nor did they believe or accept that literacy should be imposed. It was said, for example, that there was a clear link between knowing how to control numbers and letters, and producing the atom bomb.

An alternative view is that literacy and knowledge are not exclusively Western. Writing and mathematics were not invented by Westerners. To spurn certain types of knowledge because they are 'Western' and culturally alien is possibly to deny some groups the opportunity to acquire knowledge that is theirs by right as citizens of the world.

The other fundamental criticism was that Western education systems put too much emphasis on individual academic achievement, which forces Aboriginal children to set aside their cooperative learning strategies, and to become more aggressive and selfish if they wish to succeed academically.

Providing universal education is a massive logistical problem, especially in heavily populated countries. It is of interest that, even in this context, some South East Asian countries have recognised the need to ensure that a significant portion of their curricula reflects local language, culture and conditions. There is increasing recognition of the principle that control of local cultural matters should rest with the local people.

In a number of presentations and discussions at the conference, speakers emphasised that the cultural factor is critical: learning does not occur in a vacuum. Dr Teasdale, for instance, put this point of view very persuasively in his workshop presentation.

In the discussions concerning **people with disabilities** it became apparent that this target population requires unique and differentiated strategies. The emphasis on mainstreaming and integration is jeopardising resource allocation. Access to information is a real issue. Family support is absolutely vital. Professor Elkins argued very cogently that the real frontier in teaching, research and policy formulation is learning how to provide education for all people with disabilities, regardless of their location. One challenge is to provide courses in literacy across all locations, ages and work settings. Meeting the educational needs of disabled people also depends on changes at the tertiary level. Train-the-trainer programs are essential if teacher educators are to design appropriate courses in conjunction with teachers, parents and other stakeholders.

Professor Elkins urged us to consider protecting educational rights with appropriate legislation. The trend in the United States, for example, is to pass laws which require

governments to act in certain ways. Australia does not yet have a Bill of Rights. Anti-discrimination legislation does not protect the educational rights of people with disabilities. Education For All – for all the target groups that this phrase implies – needs to be mandated by law, if we wish to ensure that our best intentions do not come to nothing.

A positive and powerful network of those interested in issues concerning the needs of **women and girls** was developed and consolidated during the conference. This group met informally at various times during the conference to discuss issues concerning women and girls and to submit to the Australia Action Planning Committee a truly national preamble and a set of recommendations representing needs of women and girls. A ZONTA dinner held during the conference turned out to be an excellent initiative and many favourable comments were made about it. The dinner gave women attending the conference an opportunity to meet in a personal way that was not really possible within the formal structures of the conference itself. Many of the women from overseas countries and other Australian states attended, and they mixed with local women who work both in and out of education.

The plenary speakers and workshop presenters were all of a very high standard and these sessions were generally excellent. There was some difference of opinion about the literacy strategy that ought to be adopted for women and girls in the Asia-Pacific region, among participants attending the literacy workshop on Wednesday. The initial recommendations related solely to cultural concerns. Those dissatisfied with this direction met over lunch to reconsider the issue. It was agreed that, as the focus was essentially concerned with gender issues, initial recommendations should be reviewed so that the needs of women and girls were prioritised. These changes were tabled and accepted.

In discussions relating to **people in remote areas**, it was agreed that 'remoteness' could refer to geographical, social, cultural or linguistic distance (or any combination of these). It was fairly apparent from plenary presentations and workshop discussions that governments are attempting to provide education for all and are committed to

- universal primary education (many are attempting to expand secondary provision as well, although the cost factor is exceptionally high)
- literacy development, and an awareness of its importance and relevance
- relevant education – that which is related to the social, personal and economic needs of the community/region.

Many speakers made reference to a range of services which are being provided in an effort to achieve education for all; for example, homeland centres in the Northern Territory; cluster schools with a central inservice centre in Indonesia; radio programs; visits by support people; and the creation of new academic programs.

The following principles were endorsed as important

- open communication (in the network of parents, teachers, community people, government institutions, government departments and the non-government sector)
- continuity of curriculum and staff together with appropriate levels of support
- ongoing development of cooperation (and exchange of resources) among states/ regions/countries
- community involvement in the decision-making process to ensure ownership and further development/initiatives. Curriculum programs and school organisation must be flexible – this is crucial – to enable the real needs to be met, e.g. for cultural ceremonies and excursions.

A quote from one of the speakers was 'if there must be change, then let it begin with me'. Educators and communities are the ones who can develop and work for change.

There was an overriding feeling that whilst there are difficulties in providing education for all in remote areas, there are also many projects/programs in place that are overcoming some major obstacles.

During the conference, the following people expressed interest in being part of a remote areas network:

AUSTRALIA

New South Wales

- Mr Frank Fisher

Northern Territory

- Ms Pat Beattie
- Ms Margaret Culmsee
- Dr Brian Devlin
- Mr Tony Edwards
- Mrs Pat Elliott
- Ms Susan Luong-Van
- Ms Margaret Osborne
- Ms Margaret Palmer

Queensland

- Ms Jenny Thompson
- Dr Dick Walker

INDONESIA

- Prof Dr Moegiadi

KIRIBATI

- Mr Nakibae Tabokae

NEW ZEALAND

- Mr Peter Shadbolt

PAPUA NEW GUINEA

- Mr Peter Baki

PHILIPPINES

- Mrs Adelison Raymundo

SOLOMON ISLANDS

- Mr Rex Horoi
- Dr John Roughan

THAILAND

- Dr Saowalak Rattanavich

TONGA

- Mr Paula Bloomfield

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APPENDIX 1

OPENING ADDRESS
BY

THE HON TOM HARRIS, MLA

MINISTER FOR
EDUCATION

NORTHERN TERRITORY

AUSTRALIA

Ladies and gentlemen, welcome to Darwin for this important gathering, which aims to give further effect to the initiatives adopted at the successful Education For All Conference in Thailand earlier this year.

As you would remember, fifteen hundred people attended the Jomtien gathering, looking to the educational needs of children, youth and adults, world wide.

The theme of that conference was 'meeting basic needs' and, given the complexities which arise when you set out to address such a theme, I am pleased that we have had the time since March to consider ways in which to tackle the task we have set ourselves in supporting the Jomtien agreement.

Today, I welcome those of you who have travelled from the South Pacific, South East Asia, New Zealand and from within Australia itself to consider the needs and priorities in promoting education for all.

At this conference, you will be considering priorities and processes in meeting the basic educational needs of indigenous people and minorities, those in poverty, in remote areas, with disabilities or with other hurdles to overcome in taking their part in education.

You will be considering programs and strategies to promote access and equity, curriculum and professional development, literacy, primary education and the interface between education and work.

I think the Northern Territory is an excellent venue for this conference. In Darwin and throughout the Northern Territory as a whole, you will see concern for strategies such as these reflected at almost every turn.

To familiarise you with the kinds of issues which have predominance here in the Territory, I will make two observations.

First: the Territory is extremely diverse in its make-up, which is both multicultural and multilingual. About twenty-three per cent of the population is Aboriginal and more than eighteen per cent are migrants.

Second: Territorians love the wide-open spaces. Here we have all the financial difficulties which arise in endeavouring to provide education and other services to a population of only 156 000 people spread over an area of 1.3 million square kilometres. Among Aborigines, for example, seventy-four per cent live in remote areas, speaking a wide variety of Aboriginal

languages and working to maintain their traditional Aboriginal cultures.

Those two particular points are of direct concern to governments, who will be watching the outcome of this conference with interest. Governments throughout the Australia-Pacific Sub-Region are working hard to come to grips with problems of this sort and the proposals aired in this forum are likely to form the base for future policy in many areas.

Ladies and gentlemen, here in the Northern Territory, these matters have been on my own personal agenda for some time and in particular I have worked to identify and address the problems of Aboriginal people here within my area of responsibility.

I will not be speaking in this forum as an expert on Aboriginal education, but after a great deal of effort and many talks with people in a wide variety of Territory communities, I do have some observations and recommendations which I have put forward. I believe they are matters which will have to be confronted if, in the Northern Territory, we are to continue to move ahead.

In travelling to dozens of small, remote communities, I have endeavoured to pinpoint the way in which Aboriginal people see their problems in education. In the Territory, this varies widely from community to community. I am concerned that it is the Aboriginal perception of problems in education which we must address in order to move forward.

In the past we have tended to focus on our perceptions of the problems, or the perceptions of other visitors or outsiders and I believe the result leaves the client group feeling more than a little bewildered.

To cut a long story short, my concern is that here in the Northern Territory, we must find ways to increase local Aboriginal participation. In this way, I believe we can respond far more appropriately to a need for education growing at the community level.

It may be that the problems to which I have referred in brief are similar to ones applying in other countries and regions represented here at the conference, but I am sure many other issues of similar importance also deserve your attention.

I believe it is important that we work through forums such as this to establish common ground and to exchange views and plans for the future.

I wish you well in your deliberations.

APPENDIX 2

SOUTH EAST ASIA

AND

SOUTH PACIFIC

REGIONAL ACTION PLAN

CHAIRPERSON:

MR TAN SRI RAHMAN ARSHAD (MALAYSIA)

VICE-CHAIRPERSONS:

PROFESSOR MOEGIADI (INDONESIA)
MR BETUEL PERIL (PAPUA NEW GUINEA)
MR PAULA BLOOMFIELD (TONGA)

RAPPORTEURS:

MRS EDNA TAIT (NEW ZEALAND)
MR NICHOLAS LEVY (WESTERN SAMOA)

1. PURPOSE OF THE SOUTH EAST ASIA AND SOUTH PACIFIC ACTION PLAN

The World Conference on Education for All held in Jomtien, Thailand, in March 1990 highlighted the urgent need for governments to work to improve all aspects of educational provision and attainment by the year 2000. The specific aim set out in the Conference Declaration was basic education for all. The Framework for Action agreed to by all present at the Conference proposed that strategies to achieve basic education for all should be described in national action plans which would identify national needs, resources, objectives and methodologies.

The Jomtien Conference also stressed the importance of cooperative action, first within nations and secondly within regions. Accordingly, this sub-regional meeting of representatives of governments and other education bodies has shared information on national action plans and has identified areas for sub-regional cooperation which would be efficient and effective, and which would contribute to national strategies. These areas are described below in item 3. A list of participants is attached at Annexe I.

2. SUB-REGIONAL BACKGROUND INFORMATION

General

While most countries in the sub-region of South East Asia and the South Pacific are developing countries, the region is distinctive for a number of other reasons.

Geographical

- the large sea distances between many nations
- the high percentage of remote and rural areas
- the high number of island states and the wide variation in their size

- the wide variety in nations' population size.

Social

- the wide variety of ethnic, cultural and religious groupings
- the very high number of languages and dialects spoken in many nations and the sub-region as a whole.

Political/Economic

- the wide varieties of national histories of colonisation and independence
- the diversity of economic and political systems
- the wide variety of sources of income, standards of living and national development
- the wide range of individuals' quality of life, contribution to national productivity and civic affairs.

Specific

Participants identified a large number of concerns and strategies which were of interest to the sub-region as a whole. They included the following.

- Access to primary schooling which is for the most part available to all children, but it was noted that problems still exist in some very remote areas. Distance education and other alternative schooling systems are being planned.
- The continuing high numbers of illiterates is a concern and a wide variety of literacy plans have been formulated or are in place. Literacy in national languages or in local dialects is a focus of a number of literacy campaigns.
- Equity for all learners was a recurring area of concern and nations noted particularly the needs of the disadvantaged groups (such as the rural and urban poor, the disabled, women and girls and minority peoples). Strategies to provide equity for all included the restructuring of total education

systems, committees for specific equity programs, the development of alternative or out-of-school learning opportunities, dual systems which targeted adults and children and a wide range of curriculum development strategies.

- Science, technology and vocational education are other areas of priority to all. Participants considered ways which would increase the provision of this aspect of national education so crucial to human resource development. The provision of resources, often at high cost, the production of books and other relevant learning aids and materials and the training of staff both for support and teaching were all seen as necessary.

Highlights of individual country reports are provided at Annexe II.

3. PROPOSED AREAS FOR COOPERATIVE ACTION

Representatives expressed willingness to cooperate in all of the intersecting areas of the Conference's themes and strands and they worked initially on a set of matrices which identified the problems and possible approaches. Annexe III reflects the refined list of priority areas, presented as outlines for possible cooperative projects suitable for support by funding agencies. The outlines were based on a possible 1992–1997 five-year cycle. This allows 1991 for planning and detailed preparation of project funding submissions.

It was agreed that the strands for partnership and international solidarity would not be included in the final list of areas for cooperation as these were both explicit and implicit in the Darwin sub-regional meeting. Representatives affirmed strongly the spirit of partnership and international solidarity in all their deliberations.

It was also agreed that the major tasks of broadening the means and scope of

educational provision and of providing access and equity for all would be best met with practical, efficient and cost-effective step-by-step projects.

ANNEXE 1

CONFERENCE PARTICIPANTS

Participants included representatives of the governments of:

Australia
Brunei Darussalam
Cook Islands
Fiji
Indonesia
Kiribati
Laos
Malaysia
Myanmar
New Zealand
Niue
Papua New Guinea
Philippines
Singapore
Solomon Islands
Thailand
Tonga
Tuvalu
Vanuatu
Western Samoa;

observers from a number of other countries; and
a variety of educational institutions in the Asia and Pacific region.

CONFERENCE METHODOLOGY

The work of the Conference was as follows:

1. Five themes
   - Providing Education for All Indigenous People and Minorities
   - Providing Education for All People in Poverty
   - Providing Education for All People in Remote Areas
   - Providing Education for All People with Disabilities
   - Providing Education for All Women and Girls

Five strands

- Access and Equity
- Curriculum and Professional Development
- Literacy
- Primary Education
- School/Work Interface and Continuing Education

2. Twenty-five workshops integrated each theme with each strand and focused on relevant strategies currently in practice.

3. Twenty-five round table discussions focused on practical strategies to support sub-regional action plans.

4. Five thematic round table discussions focused on the same purpose as 3 above.

5. Excursions provided theme and strand case studies.

6. Poster displays by participants illustrated aspects of educational provision.

7. Meetings of government representatives discussed national plans and elected a drafting committee for the preparation of the sub-regional action plan. The government representatives also identified areas for possible sub-regional cooperative action.

8. Meetings of all participants in plenary and workshop sessions facilitated contributions to and consideration of the proposed sub-regional action plan.

9. Final plenary session approved the Sub-Regional Conference Report and the Sub-Regional Action Plan.

ANNEXE II

COUNTRY REPORTS – HIGHLIGHTS

AUSTRALIA

Reference Group members were referred to the draft Australian document on literacy and language policy issues, distributed during the Conference; and to the keynote address given to the Conference by Mr Snowdon at the opening of the Conference.

BRUNEI DARUSSALAM

Literacy is not a problem within the younger population. Currently emphasis is not only on literacy, but also on instituting values and religious education in line with Brunei's national philosophy, i.e. Malay Islamic Monarchy, at the same time putting more emphasis on vocational education, mathematics, science and technology in order to meet our human resource requirements in the years ahead.

COOK ISLANDS

Literacy is not a real problem and the main concern is equity of access. Problems of remoteness are being addressed through investigation of distance education methods. There are also problems arising from the academic bias of the current system and these are being addressed through the establishment of a polytechnic-style institute to cater for students not being served by the current system.

FIJI

For the small percentage of students who are not enrolled in primary schools, there is a need to change parental and student attitudes towards the purpose of formal education.

Another way of tackling the question of literacy is to develop programs outside the formal school system. This work is done by our further educational institutions. The non-formal education approaches are handled by non-formal organisations, such as church and religious

organisations, women's groups and youth groups.

The teaching of the vernacular language is also vitally important.

Government is seriously thinking of the re-introduction of the rural allowance to encourage teachers to work in rural and isolated areas.

Literacy promotion work this year has been deliberately concentrated within particular districts to make people, especially in the rural areas, more aware of the program.

INDONESIA

The size of the population and language diversity are formidable education problems. These are being addressed through the development of Bahasa Indonesia. There is near-universal primary education but quality is a concern. Other issues include out-of-school education, the demand for further education and the need to look at the purpose of education: 'education for what?'.

KIRIBATI

The major concern is the impact of remoteness and isolation on the delivery of quality education services, especially in the primary area. There is enthusiastic support for vernacular literacy programs. Because of transport costs, funding is a major concern. Matters for concern are

- the urgent need for reading books
- the additional need for teaching aids
- the need for a trained officer in the field of vernacular material and accumulation of resources
- the problem of remoteness from the productive areas in educational materials/ expertise and the internal isolation of the inhabited coral islands and the problems rendered thereof, require some kind of feasibility study

- the **application of distance education** in Kiribati is needed to speed up not only literacy programs but **primary education in general**.

MALAYSIA

A national plan focuses on problems associated with the eradication of poverty, restructure of society and narrowing the gap between rich and poor people. This also involves the revision of primary school curriculum to improve relevance and access to quality education, particularly in rural areas and for disabled groups. In the field of secondary curriculum there is a definite bias towards technical and vocational subjects to meet the needs of national development.

MYANMAR

A paper was presented, highlighting: the development of an improved primary school system; the introduction of a continuous assessment system for primary schools; the development of a non-formal functional literacy program; literacy and skills training for youth; and teacher education.

NEW ZEALAND

New Zealand began its 'Action Plan' two years ago; the official starting date of the new system was 1 October 1989. The Plan has three parts: preschool; primary and secondary schooling; and post-compulsory education.

Key points are

- decentralised decision making (and funding)
- equity
- charters (setting out institutions' and governments' agreements for the delivery of education).

The New Zealand Commission for UNESCO has, since Jomtien, worked on the National

Plan which will include restructuring action initiated and supported by the NZ UNESCO Commission. A language project is a possibility.

NIUE

The national language, Niuean, is the medium of instruction at early childhood level and the first two years of primary education. Bilingualism in Niuean and English is then developed, giving each language equal emphasis at the secondary level. Plans are being developed to further the educational needs of the disabled and to improve adult education.

PAPUA NEW GUINEA

The PNG action plans focus on problems related to

- universal primary education, because only 70% of primary school age children are in school; in other levels the aim is to gradually increase educational opportunities
- reviewing and developing curriculum, to ensure the greater relevance of education
- curriculum materials production and supply
- the development and promotion of literacy for
  - adults and out of school youths through a public awareness program
  - children before they come to formal school by developing literacy skills in the children's own local language – 'Tok Ples', before they enter primary schools.

PHILIPPINES

A national action plan is focusing on improving access to educational opportunities for the rural poor, urban slum dwellers and minority groups; and improving the quality of primary education to develop creative and critical thinking, to emphasise science education and to intensify values education. It is also giving attention to the development of alternative learning systems as a parallel system to formal schooling and to the institutionalisation of early childhood development.

SOLOMON ISLANDS

The major points of this report were: the recognition of the validity of non-formal education; cooperation with Papua New Guinea and Vanuatu in the Melanesian Literacy Project; and the need to strengthen wider international links.

Additional points

- the re-organisation of the Ministry of Education and Training to become the Ministry of Education and Human Resources Development (MEHRD) has been a major structural adjustment
- Government initiatives to invest in its people through training in all forms has resulted in the rationalisation of all national training under one umbrella – the Solomon Islands College of Higher Education
- Government's emphasis on initiating non-formal education programs through the Community Education Division of MEHRD.

THAILAND

Concerns include ethics and responsibility within the Education For All context and problems associated with poverty and school drop-outs. A paper was made available to Reference Group members.

TONGA

Major concerns include the production of education materials in the national language to strengthen cultural identity. Funding is also a concern. A paper outlining the government's plans for major national reviews of literacy and the primary school curriculum was made available to members of the Reference Group.

TUVALU

The government's action plan, 'Education for Life', emphasises the role of non-formal education. Funding is a concern. A paper was made available to Reference Group members.

The basic concern of the plan is the development, deployment and utilisation of human resources for a better quality life for all.

VANUATU

Currently, literacy activities in Vanuatu are carried out by various organisations and are not coordinated. However, with increasing interest in literacy, there is a need to increase the proportion of Vanuatuans who are literate and to ensure that those who become literate are able to participate more fully in national, regional and communal development.

It was not until early in 1990 that the Vanuatu Government became actively involved with literacy activities. Recently, a National Literacy Advisory Committee was established under the Ministry of Education. The basic terms of reference of the Committee are to advise the Minister for Education on all matters concerning literacy activities in Vanuatu. The immediate tasks of the Committee are to develop a national Literacy Policy and to coordinate and monitor literacy activities in Vanuatu.

With its very limited financial, physical and human resources, the Committee will require substantial financial assistance to develop and effectively implement its literacy program activities.

WESTERN SAMOA

Areas of Priorities

- production of educational materials
- training of key literacy workers such as planners, trainers, teacher educators and researchers
- EMIS – use of Education Management Information Systems for the collection and analysis of data
- education technology support system, e.g. materials and equipment, and provision of expertise.

OBSERVER NATIONS

CHINA

A paper titled 'Literacy Work and the Construction of Civilisations' was made available to members.

JAPAN

Action plans focus on enhancing the quality of education in remote and rural areas through the provision of teacher housing, student dormitories, school lunches and inservice training. Materials production and community cooperation are recognised as associated issues.

ANNEXE III

EARLY CHILDHOOD INTERVENTION FOR LITERACY

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To provide assistance to parents to ensure maximum educational development of all children, including disabled children, at an early age. To institutionalise early childhood education, making it an integral part of the education system. To mobilise community leaders in support of education for all.	Greater educational equity for all children. Improved family and community relations through improved ability to provide for all children. Greater independence and productivity of all children. Improvement in living standards and self-sufficiency. To strengthen cultural/ community identity, and community/national cohesion, by broadening the means and scope of educational programs. Improvement in physical and social environment.	Training courses for community/health workers/ specialist teachers/ physiotherapists and for curriculum development. Equipment to provide appropriate materials. Experts to develop alternative systems of education and conduct research. Funding for materials, publicity/media and travel.	Number of chidren receiving early childhood services. Number of training courses. Provision of equipment. Economic/political stability. Participation in economic and other community activities. Productivity/self-sufficiency. Participation in higher education.	Lack of appropriately trained personnel and access to appropriate curriculum and equipment. Political/natural disasters. Bureaucracy/local politics. Continued financing. Racial/religious conflicts.	

IMPROVING THE QUALITY OF PRIMARY SCHOOL EDUCATION IN LITERACY AND NUMERACY

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To improve the quality of teaching/learning practices of primary schools in remote rural areas. To raise the achievement level of primary school pupils, including slow learning children, in rural and remote areas. To provide enough and better quality of instructional materials, i.e. textbooks and teaching aids. To improve the management of education at the district and sub-district levels, including schools and classroom management.	Improved equity of educational opportunity for all children in remote areas through a well-organised education system, which enables primary school graduates to achieve their potential.	Specialists to provide training in: educational administration curriculum writing teaching methodology materials production research techniques special education. Experts to establish provision for the improved delivery of national and local curricula. Training courses for effective interaction between students, teachers, parents and the community in curriculum development and implementation. Funding support to achieve the goals.	Qualified primary school graduates using internal and external criteria of efficiency. Transition rates from primary to secondary school. Access to instructional materials, teaching aids, libraries, laboratories. Management and supervisory reports at the district, school and classroom levels. Productive workers.	Poor quality of teachers and other education, including special education, personnel. Poor quality of current educational inputs. Poor quality textbook writers. Insufficient finances to produce enough textbooks. Unclear job descriptions. Poor quality of educational administration.	

FUNCTIONAL LITERACY TO GENERATE INCOME

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To develop idle human resources. To inculcate/introduce appropriate skills and technology to assist people in poverty. To enhance employability and income levels of people in poverty. To improve resourcefulness and innovation.	Better use of human resources for national development. Higher living standards and quality of life. Increased literacy skills for further education. Increase in productive use of resources.	Training courses for teachers/trainers to meet program and research needs. Equipment and materials to meet program and research needs, including appropriate technological equipment, e.g. distance education resources.	Employment participation rates, e.g. 75%. Private ownership of consumer durables e.g. 25% increase in radio etc ownership. Participation in primary education, e.g. 80-100%.	No money. Remoteness. Lack of trained personnel. Traditional attitudes. Major national catastrophes.	

LITERACY EDUCATION FOR WOMEN

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
Empowerment of women and girls through literacy education. Increased level of literacy amongst women and girls.	Increased literacy skills. Reduced infant mortality as a result of increased knowledge through literacy. A more productive and civic-minded citizenry. Independence for women.	Training courses for teachers, trainers, facilitators, mentors in awareness programs. Funding for the provision of training, learning and support materials. Experts to set up a co-operative model for government and non-governmental organisations' support of the project.	Participation in occupations requiring literacy skills. Improved living standards. Level of reading and writing for pleasure. Ability to read and follow written instructions.	Attitudes. Trained personnel. Inadequate infrastructure. Traditional cultural norms. Materials and finances.	

Darwin 1990

LITERACY AND NUMERACY FOR DISABLED ADOLESCENTS AND ADULTS

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To increase literacy and numeracy skills. To provide vocational, independent living, social and economic skills. To improve quality of life, conditions and participation of disabled people in all aspects of local community life. Raise awareness about disability and the needs of disabled people.	Improved functional literacy and numeracy. Self-reliant behaviour. Improved job skills and employability. Improved social lives. Increased participation of disabled people in remote areas in their community activities. Increased community capacity to accept the disabled among family, community and government. Equity for disabled people in education and all other aspects of life.	Training courses for teachers in all these areas at an appropriate training centre with appropriate programs and schemes. Experts to lead the training. Equipment appropriate for the goals. Experts to mobilise community awareness and organisation using key local community leaders. Experts to develop design guidelines to assist access and mobility for disabled people. Specialists to provide knowledge and organisational skills.	Social independence. Involvement in community activities. Involvement in meaningful occupations, including workshop or open employment. Participation in community activities and education. Measures of increased participation of identified disabled people in local communities. Development and application of appropriate design guidelines. Number of training courses. Provision of equipment.	Funding to establish centres; lack of trained personnel. Conceptual organisation and personnel to act as initial catalysts to create awareness and local participation. Low level of awareness of needs. Local knowledge and impetus to promote programs.	

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DEVELOPMENT OF EDUCATIONAL MATERIALS FOR LITERACY IN THE MOTHER TONGUE

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To improve literacy in the mother tongue among school-aged youth and adults.	Strengthening of cultural and linguistic identity. Increased level of literacy in the mother tongue. Writing appropriate materials in the mother tongue. Access to literature in the mother tongue.	Training courses for writers, editors, illustrators and translators. Equipment for the production of appropriate materials in the mother tongue. Equipment for publishing and distribution. Training courses in the dissemination of materials in the mother tongue.	Materials completed and disseminated to remote areas. Training courses. Volume of mother tongue literature. Access to mother tongue literature. Publishing facilities. Distribution to remote areas.	Money Trained staff Technology Attitudes Predominance of English materials. Lack of relevant mother tongue material Repair and maintenance	

PROVISION AND USE OF TECHNOLOGY IN REMOTE AREAS FOR LITERACY

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
Improved provision of quality education for people in remote areas through broadening the means and scope of distance education.	Improvement in standard of education for adults and children through greater availability of quality information. Improved access to quality education for adults and children in remote areas, through reduced disruption to communities having to travel in order to satisfy educational needs.	Training courses for teachers and technicians using a broad variety of technological media. Technological equipment to produce appropriate material, including audiovisual. Equipment should include that which is suitable for solar power.	Receipt of materials in remote areas. Material to supplement and complement the program for the local teacher/supervisor. Number of distance education enrolments. Number and variety of distance education courses. Access to educational materials. Achievement levels of people undertaking distance education courses.	Distance Cost Training Technology Equipment Lack of electricity Maintenance and repair expertise	

PRODUCING LEARNING MATERIALS FOR LITERACY

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To develop and improve teaching and learning resources for literacy.	Strengthening and increasing the level and range of functionally literate children through the use of appropriate learning resources.	Experts in the production of learning materials. Specialist technical personnel. Training courses for local staff to replace external personnel. Equipment to produce appropriate materials.	Comparison of old and new levels of achievement. Output of learning resources. Access to appropriate learning resources. Number of training courses. Number of trained local staff.	Lack of sufficient locally-available personnel, training and equipment.	

TRAINING TEACHERS / PERSONNEL FOR LITERACY

PURPOSE, GOALS AND OBJECTIVES	OUTCOMES	INPUTS	VERIFIABLE INDICATORS (OF PROGRESS)	CONSTRAINTS	COSTINGS (APPROX)
To improve literacy and numeracy among slow-learning and regular children, through additional training for regular and specialist teachers and teacher aides.	Strengthening and increasing the level and range of functionally literate and numerate slow-learner and regular children, as a result of improved teaching skills.	Training courses (pre and inservice) for teachers. Specialists to assist in the provision of training. Equipment to provide appropriate materials.	Student progress in reading, writing, problem solving. Number of staff trained. Level of appropriate training provision. Amount of materials produced.	Lack of appropriate local specialists.	

APPENDIX 3

A NATIONAL

LITERACY STRATEGY

FOR AUSTRALIA

A NATIONAL LITERACY STRATEGY

1. PREAMBLE

1.1 At the World Conference on Education for All held in Jomtien, Thailand, in March 1990, Australia made a commitment to the World Declaration on Education for All and a Framework for Action to Meet Basic Learning Needs.

1.2 To further the objectives of the World Conference, the Australian National Commission for UNESCO, in association with the Northern Territory Department of Education, hosted a follow-up 'Education For All' Conference for the South East Asia and South Pacific Sub-Region in Darwin from 14 to 19 October 1990.

1.3 The Darwin Conference was planned to address the issues and needs identified in Articles I–X of the World Declaration on Education for All and to formulate strategies to address those needs in both sub-regional and Australian contexts. The principal objectives of the conference included the formulation of a sub-regional Education for All Action Plan for South East Asia and the South Pacific, and a National Literacy Strategy for Australia.

1.4 To give conference delegates an opportunity to understand the significance and meaning of the World Declaration on Education for All in a South East Asian, South Pacific and Australian context, a number of target groups for whom the initiative is a priority, were identified: indigenous people and minorities; people in poverty; people in remote areas; people with disabilities; and women and girls.

1.5 These target groups provided the foci and the themes for the keynote addresses at the Darwin Conference, while a series of workshops, presentations and case studies examined practical solutions designed to meet the basic learning needs of these five groups in five distinct program areas: access and equity; curriculum and professional development; literacy; primary education; and the school/work interface and continuing education.

1.6 The World Declaration on Education for All articulated aims and a framework for action designed to meet the basic learning needs of children, adolescents and adults of all nations. This National Literacy Strategy has been drafted in

the spirit of the Jomtien Declaration in recognition of the fact that the Commonwealth, the States and the Territories are likely to pursue the common goal of education for all differently.

2. THE CHALLENGE FOR AUSTRALIA

2.1 The notion of Education for All affirms the principle of lifelong learning. Learning is not something that happens only in formal education systems. Learning occurs in the home, in the community and in the workplace. Learning occurs at all ages, in all cultures and in all languages.

2.2 In the past, policy formulation and provision in areas such as health, education, community and family services, and employment have been pursued in relative isolation. A greater degree of cooperation, coordination and planning between these policies and services is essential for the creation of a supportive environment for lifelong learning.

2.3 Traditionally, governments have concentrated their educational efforts and resources in formal education institutions without adequately providing for the continuing learning needs of the majority of adults. Governments now recognise the multiplicity of lifelong learning needs and the necessity for coordinated responses.

2.4 Education for All emphasises the challenge of improving access to and equity in the provision of lifelong learning, particularly among those groups traditionally disadvantaged in their capacity to participate (Aboriginal and Torres Strait Islander peoples, people of non-English-speaking backgrounds, people in poverty, people with disabilities, people in geographic or social isolation, and women and girls, among others).

2.5 Education for All highlights the fundamental need to focus more attention on the enabling skills of literacy. Literacy skills are the passport to educational opportunity through which people can participate effectively in education and training, and reap the social, economic, cultural and personal rewards of participation and achievement. The provision of an adequate literacy education is a necessary precondition to access and equity in education for all Australians.

2.6 From the first national survey of adult literacy in Australia, conducted in 1989, it can be estimated that between 10 and 20 per cent of the adult population needs assistance with literacy in English if they are to function successfully in Australian society. The majority of these people are from English-speaking backgrounds.

2.7 The challenge for Australia is to translate an expanded vision of, and commitment to, lifelong learning into coordinated plans of action to meet the needs of all Australians. This National Literacy Strategy is the first step.

3. THE NATIONAL GOAL: ACTIVE LITERACY IN ENGLISH

3.1 Australia is a multilingual country which recognises English as the national language.

3.2 This strategy acknowledges the right of Aboriginal and Torres Strait Islander peoples and others to promote and achieve active literacy in their mother language. It recognises the many rich oral traditions represented in Australia. It also acknowledges that the Commonwealth, State and Territory Governments are actively promoting the development of languages other than English. The development of these programs should include consultation and partnerships with the people involved.

3.3 The goal of this National Literacy Strategy is to achieve active literacy in English for all Australians by the year 2000.

4. CONTEXT

4.1 The achievement of active literacy in English requires promotion and support by the education sector through preschool, school, and tertiary education institutions. It also requires promotion and support by a range of other contributing agencies including Commonwealth, State and Territory government sectors, local government, the home, community groups, employers, and unions, and professional and other non-government associations. Complementary responsibilities, including the balance of responsibility for resource provision, will need to be accepted by different

agencies as priorities change.

4.2 The strategy recognises the special needs and contributions of Aboriginal and Torres Strait Islander peoples, people of non-English-speaking backgrounds, people in poverty, people with disabilities, people in geographic or social isolation, and women and girls, among others. Implementation of the strategy should be based on the principles for action stated in this document. In this way, the specialised needs of specific groups will be catered for. Implementation of the strategy should provide educators with guidelines for the avoidance of racist, sexist, and other biased language and concepts.

4.3 In international terms, Australia has a high level of literacy development. Each State and Territory government has its own well-developed system of education. Significant progress in meeting increasing literacy demands is being made by the Commonwealth, States and Territories. Apart from initiatives occurring in State/Territory systems of education, the Commonwealth government is making funding available for special initiatives. It has funded some strategic national projects under its ILY program. The Commonwealth also takes particular responsibility for funding Aboriginal education, special education and ESL programs for migrants.

4.4 In the schools sector, in 1989, through the Australian Education Council, governments agreed to a set of national goals for schooling in Australia. The first of the skills areas named in those goals was English literacy, including skills in listening, speaking, reading and writing. A national English literacy curriculum mapping exercise has been undertaken. Governments are continuing to collaborate on the development of common frameworks for curriculum, assessment and reporting and for professional development of teachers

4.5 In the post-school sectors, the Commonwealth, States and Territories are working on an English literacy for adults curriculum mapping exercise.

4.6 In the Australian context, a valuable contribution to an English literacy strategy is being made by English as a second language and bilingual programs.

4.7 Current activity will contribute to this National Literacy Strategy.

5. ACTION FRAMEWORK

5.1 Principles for Action

Active literacy involves the integration of listening, speaking, reading, writing and critical thinking: it incorporates numeracy. It includes the cultural knowledge which enables a speaker, writer or reader to recognise and use language appropriate to different social situations.

The National Literacy Strategy is based on the following principles:

5.1.1 The nature of literacy is changing and the demands on it are increasing in a period of accelerating economic, technological and social change.

5.1.2 Language and literacy are social and political as well as educational processes, and cultural identity, self-esteem and the reflection of personal experience are integral to the strategy and to learning. Literacy which enables a critical appraisal of current socio/political arrangements is an important tool of empowerment.

5.1.3 Innovative organisational arrangements are required to meet the literacy needs of people within their own community.

5.1.4 Continuing effort in developing positive community awareness of and commitment to literacy is important.

5.1.5 Diversity, equity and quality in literacy provision are emphasised.

5.1.6 Consultative processes are essential to enable Aboriginal and Torres Strait Islander peoples, people of non-English-speaking backgrounds, people in poverty, people with disabilities, people in geographic or social isolation, and women and girls, among others, to speak for themselves about their literacy needs and the sort of provision that is useful for their purposes.

5.1.7 Cultural content, context and process have educational significance which must be acknowledged through culturally appropriate methodology and practices.

5.1.8 Inclusion of the views and understandings of women and girls from any culture or context is essential in the social, political and educational processes for active literacy.

5.1.9 Appropriate content, methodology and organisational arrangements are required to enable literacy learning among people with a variety of disabilities and learning difficulties.

5.1.10 Affirmative action is essential. Literacy development also requires a more inclusive education for all and an affirmation of the richness of knowledge, perspectives and understandings that particular groups contribute to Australia.

5.1.11 The development of a comprehensive picture of literacy needs must recognise the contextual nature of literacy competencies, and requires the development of a range of sensitive mechanisms to monitor change in literacy levels within the many settings for literacy learning.

5.1.12 The development of agreed national descriptors of literacy skills and performance indicators which incorporate qualitative and quantitative aspects are essential for effective program evaluation. Such indicators must be developed through consultation with practitioners.

5.1.13 The establishment of common terminology for the professional discourse of literacy and language across Australia will enable future professional and curriculum development to occur on a consistent basis.

5.1.14 Pre-service and inservice training of teachers to give greater understanding of the processes of literacy and language learning are critical to the quality of provision.

5.1.15 Innovation and research are needed to extend Australia's capacity to provide literacy for all.

5.1.16 National and cross-sectoral exchange and discussion of good practice must be supported.

5.1.17 Different emphases and particular programs are required to support

literacy development at each stage of a person's life.

5.1.18 Cooperative and collective approaches to the learning of literacy are important.

5.1.19 Literacy can only be achieved by the provision of text resources appropriate to the particular needs of all Australians and by enabling them to have access to such text resources.

5.1.20 The provision of literacy in all settings needs to emphasise positive demonstrable outcomes for the learner in terms of agreed goals within each program.

5.1.21 The literacy development of children and adults is mutually reinforcing.

5.1.22 The use of plain English and reader-friendly public documents is an essential complement to enhanced literacy provision.

In addition, this National Literacy Strategy acknowledges and activates the principles embodied in the World Declaration on Education for All.

5.2 **Plan for Action**

5.2.1. By the end of 1991 each State and Territory and the Commonwealth will develop a literacy strategy which will support the goal of active literacy in English for all Australians by the year 2000.

5.2.2 The literacy strategies will encompass children, adolescents and adults.

5.2.3 The States, Territories and Commonwealth will implement initiatives to achieve the national goal according to their own priorities and resources.

6. RECOMMENDATION

The Australian Education Council endorse this National Literacy Strategy and identify appropriate collaborative mechanisms to ensure its ongoing development, implementation and achievement of the goal.

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